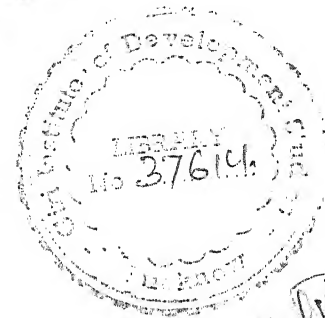
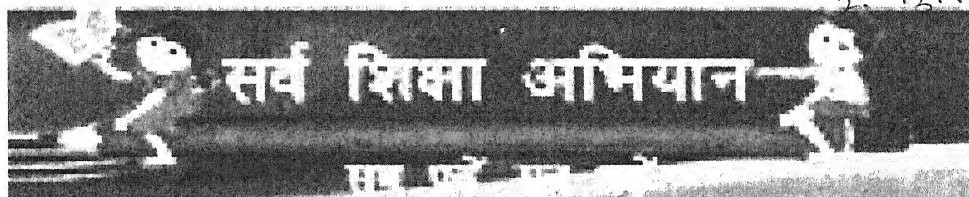


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**MONITORING AND EVALUATION OF
SARVA SHIKSHA ABHIYAN,
DISTRICT- SITAPUR
UTTAR PRADESH**

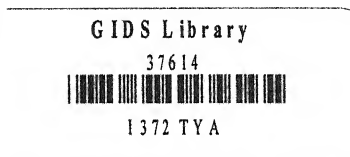


*1. U.P. Education
2. Sarva Shiksha Abhiyan
3. Primary Education*



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Submitted to the
Ministry of Human Resource Development, New Delhi



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PREFACE

Sarva Shiksha Abhiyan is an effort to universalize elementary education through community ownership of the school system. The programme is to provide useful and relevant elementary education for all children by 2010. The emphasis of this programme is on mainstreaming out of school children through diverse strategies, as far as possible, and on providing 8 years of schooling for all children in 6-14 age group. The thrust is upon bridging of gender and social gaps and a total retention of all children in schools. With this framework it is expected that the education system would be made relevant so that children and parents find the schooling system useful and absorbing, according to their natural and social environment.

These expectations from the existing SSA framework call for proper implementation of approved plans at district and state levels. It is also required to keep track on the achievement on important outcome indicators and to verify the process and procedures undertaken for the implementation of SSA. Under this process, the GIRI Institute of Development Studies has been appointed as a nodal agency for monitoring and evaluation of SSA programme of the state of Uttar Pradesh by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India.

The Institute has prepared the present report in the capacity of monitoring and evaluation agency for the evaluation of SSA programme in Barabanki district of Uttar Pradesh. We are thankful to Shri Ravi Chand, IAS Department of School Education and Literacy, MHRD, Government of India for assigning this task to us. We are also thankful to Shri Girija Shankar & Sri O.P. Chaturvedi, Senior Consultants, Monitoring (Ed.-CIL) for lending their all-possible cooperation to undertake this assignment.

The implementation of SSA programme at the state level being undertaken by the office of SPD under the able leadership of Shri Deepak Trivedi, IAS (SPD) and Shri Mahendra Pratap Agrawal, IAS (ASPD), we are immensely grateful to them.

The credit of successful accomplishment of the task goes to the director of the institute Prof. AK Singh who has created required research insight and atmosphere in the institute for the same. We express our deep sense of gratitude to him.

The proper coordination between SPD office, District BSA office and the nodal agency has been made by Dr. S.S. Sirohi, Senior Professional SPD office. He has provided all cooperation and help in this direction, we are thankful to him.

I feel obliged to my colleagues Dr. Fahimuddin and Dr. B. K. Bajpai for their continuous support and suggestion while working for this report. We are also thankful to members of research team Dr. Anil Kumar, Mr. Ajit Singh, Mr. Ajai K. Dubey, Mr. Zuber Akhatar, Mr. Hanif, Mr. Vinod Kashyap, and Mr. Abhishek Singh for their hard work to complete the report.

Last but not least, our thanks are due to Mr. Manoharan, K. and Mrs. Geeta Bisht for efficient handling of typing work and to Mr. R. S. Bisht for maintaining official records.

Date: June, 2007.

Dr. R. C. Tyagi

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ABBRAVIATIONS

AIE	Alternative and Innovative Education
BRC	Block Resource Centre
BSA	Basic Shiksha Adhikari
CRC	Cultural Resource Centre
CWSN	Children With Special Needs
DCF	Data Capture Format
DIET	District Institute of Education and Training
DISE	District Information System for Education
DPC	District Programme Committee
DPE	Director of Primary Education
DPEO	District Primary Education Office
DPEP	District Primary Education Programme
DRG	District Resource Gang
ECCE	Early Childhood Care Education
EGS	Education Guarantee Scheme
EMIS	Education Monitoring Information System
EV	Education Volunteer
KGBV	Kasturba Gandhi Balika Vidyalaya
MDM	Mid Day Meal
MM	Maktab Madrasa
MTA	Mother Teacher Association
NPEGEL	National Programme for Girl Education at Elementary Level
NPRC	Nyay Panchayat Resource Centre
NRBC	Non Residential Bridge Course
PAB	Programme Approval Board
PMIS	Project Management Information System
PS	Primary School
PTA	Parents Teachers Association
RBC	Residential Bridge Course
SCERT	State Council for Education Research and Training
SDC	School Development Committee
SPD	State Project Director
SRG	State Resource Gang
SSA	Sarva Shiksha Abhiyan
TLM	Teaching Learning Material
TSS	Total Sanitation Scheme
UPS	Upper Primary School
VEC	Village Education Committee
WEC	Ward Education Committee

EXECUTIVE SUMMARY

SARVA SHIKSHA ABHIYAN:

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode. In other words, Sarva Shiksha Abhiyan is –

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.
- An expression of political will for universal elementary education across the country.
- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of elementary education.

AIMS:

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

OBJECTIVES:

- All children in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.

- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

PREPARATORY ACTIVITIES:

The preparatory activities are expected to initiate a process of institutional development and capacity building for professional management of elementary education sector at the local level. The focus has to be on capacity building through training, rigorous planning processes, focus on community based data collection and its analyses, and most of all, a willingness to allow the local community to manage schools. It is expected that the preparatory phase will take anywhere from four to eight months. The preparatory phase provides for the following:

- Office equipment as per need,
- Cultural activities for mobilization for SSA,
- Computer hardware and software for effective MIS at the district level,
- School-based activities up to Rupees 1000 to a school,
- Household surveys and preparation of habitation Plans up to Rs. 3 per household,
- A set of base line Studies, etc.

SCOPE OF WORK:

The Programmes to be covered include:

- Sarva Shiksha Abhiyan
- Achievement level of primary and upper primary schools.
- Mid-Day Meal Scheme
- Kasturba Gandhi Balika Vidyalaya
- National Programme for Education of Girls at Elementary Level.
- Alternative schooling

STUDY SAMPLE AND DESIGN:

There are 2593 primary and 703 upper primary schools and 151 EGS, 91 AIE and 6 Maktab/Madrasas, 19 RBCs, 233 NRBCs, and 219 cluster model schools for NPEGEL.

All type of schools / centres are 4017 as presented in Table 1.1. In which there are 2 Kasturba Gandhi Balika Vidyalaya in the district.

The sample for survey in primary and upper primary schools was drawn on the basis of random sampling method. The sample primary and upper primary schools were taken from each of the 4 blocks and 1 urban area of the district. The entire sample consists of 130 primary and 35 upper primary schools. Also 11 cluster model schools for NPEGEL, 7 EGS, 5 AIE, 1 Madrasa, 1 KGBV, 1 RBC and 11 NRBC Centres have been covered in the sample. The detail sample size has been shown in Table 1.2. The primary data were collected through pre-structured schedules. The data tabulation and analysis was done on the computer using SPSS package.

The other information relating to the functioning and progress of SSA Programme in the district have also been collected from SPD Office at the state level and from the office of the District Basic Shiksha Adhikari.

The following Table 1.3 provides the distance-wise break-up of the sample primary and upper primary schools from BRCs and NPRCs of the district.

FINDINGS AND SUGGESTIONS:

- Sanctioned primary and upper primary schools for the year 2006-07 have been opened during the same year.
- 63.31 per cent of sanctioned teachers were appointed at the primary school level and 62.93 per cent of the sanctioned teachers were appointed at the upper primary level.
- 36.69 per cent teachers for primary schools and 37.07 per cent for upper primary schools are still to be appointed.
- In service training, target was not achieved in primary and upper primary schools.
- Untrained teachers need to be provided in-service training.
- Orientation training has not been provided to all the teachers at primary school level.
- Orientation training needs to be given to all primary school teachers.
- High enrollment of children has been found in Sitapur district.
- However, the enrollment of girls as against the boys is relatively lower.
- Enrollment of girls needs to be increased in Sitapur district.

- The adequate technical support from the JEs is not being provided. The involvement of private construction agencies needs to be explored.
- The involvement of teachers in construction work needs to be minimized.
- Mainstreaming has been done in government, government aided and private schools as reported by the BSA, Sitapur.
- Large number of parents needs to be counseled about CWSN.
- The large number of students required aids and appliances.
- NPEGEL programme was not running in the district.
- This programme should be started immediately according to the norms.
- The possibility to open KGBVs in all the blocks and 1 urban area of the district needs to be given due consideration.
- Sanctioned KGBV should be open as early as possible.
- Evaluator has found that secondary data were not made available properly due to lack of coordination among district coordinators, MIS incharge and clerical staff of BSA.
- Most of the primary schools (82.31 per cent) were established before ten years and the construction of 63.08 per cent of total primary schools was done before ten years.
- In case of upper primary schools, 74.28 per cent schools have been established and 62.86 per cent were constructed before ten years.
- It shows that most of the constructions were done for the completion of backlogs.
- More emphasis is required not only on the establishment of new schools and & subsequently their construction but also require more teachers for quality education.
- The maximum number of 40 (31.54 per cent) sample primary schools have 3 rooms.
- The availability of 4 and 5 rooms in 11 (31.43 per cent) schools in each category.
- 31.54 per cent primary schools use three rooms and 65.71 per cent upper primary schools use three rooms for classroom teaching.
- In view of this, more existing rooms in schools should be used for teaching.
- 63.64 per cent schools have playground.
- Only 42.42 per cent schools are with boundary walls.
- 48.48 per cent schools have sports items.
- The available sports items are used by students are in 43.03 per cent schools.

- 78.79 per cent schools have mats and furniture.
- 78.79 per cent schools have blackboards in classroom.
- 36.36 per cent schools are without Verandah.
- 61.22 per cent schools have at least one Verandah in the campus.
- Only 2.42 per cent schools have more than one Verandah.
- Construction of school boundaries should be taken up on priority basis.
- Playground should be available in all schools.
- The availability of drinking water facility is 84.62 per cent in primary schools and 88.37 per cent in upper primary schools.
- The convergence of drinking water facility with Swajaldhara has been 18.79 per cent.
- 39.39 per cent funding of drinking water facility is done through SSA.
- The drinking water facility should be made available in all primary and upper primary schools.
- Toilet facilities are available, 76.92 per cent for boys and 74.62 per cent for girls at primary schools.
- At upper primary level, the toilet facilities having 82.85 per cent for boys and 85.71 per cent for girls.
- For providing the facility, the TSS convergence should be utilized, as it is relatively low at preset.
- The toilet facilities are not used in 52 per cent of primary and in 36.67 per cent of upper primary schools.
- 48.46 per cent schools of the district, in which existing toilet facilities are not in use.
- This calls for additional provision of toilet facilities and the maintenance of existing facilities.
- Overall school environment is found to be good but provision of health facilities in upper primary schools is not given properly. This should be taken up more frequently.
- 8.46 per cent primary school buildings are in bad shape.
- In view of this special provision of repairs should be made to consider the students' safety.
- In 8.46 per cent out of total primary schools, those were in bad conditions, there were cracks in roof and in 36.36 per cent developed cracks in plasters also 18.18 per

cent. This may cause accidents. In view of this, the repair work should be taken up at the earliest.

- Teacher-students ratio was not found satisfactory i.e., 1:60 in primary schools.
- Teacher-students ratio were found satisfactory (1:36) in upper primary schools.
- But there is a difference between number of sanctioned teachers and in position teacher in schools.
- Teachers' attendance is also not found up to the mark.
- Efforts should be made to appoint all sanctioned teachers and proper monitoring is required to ensure teachers attendance in primary schools.
- Around 82 per cent of working teachers have received training.
- 80.75 per cent working teachers in primary schools have received training.
- 85.71 per cent of upper primary school teachers have received training.
- 1.43 per cent trainees received training of 1 to 3 days duration.
- 88.39 per cent trainees received training of 4 to 6 days duration.
- 7.54 per cent trainees received training of 7 to 14 days duration.
- Only 2.65 per cent teachers received training up to 30 days.
- Training module lacks training of core subjects like math, English.
- Training duration should be longer and it should be in summer vacation.
- Impact of training should be visualized on ground reality.
- There has been a difference between reported students and enrolled students.
- Only 44.43 per cent of the enrolled students were present on register and 31.52 per cent on the day of visit in primary schools.
- 55.89 per cent of the enrolled students were present on register and 51.31 per cent on the day of visit in upper primary schools.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members.
- 89.86 per cent students were found absent due to their involvement in agricultural activities. This should be discussed in length in PTAs frequently.
- 3.38 per cent students were absent due to occasion.
- Efforts were made by schools VEC and PTA for improving the student's attendance.
- Role of parent's teachers meetings were minimum in this respect.
- There should be more concentrated efforts and in each school to improve students attendance.

- There should be a more efficient and regular monitoring system to check students attendance.
- The implementation of students test as per prescribed norms was found good in most of the cases of primary and upper primary schools. But the performance of 15.39 per cent primary and 22.86 per cent upper primary school students in an exclusive test have been very poor.
- More serious efforts are required to improve the performance of the students, teachers as well as parents.
- 20.61 per cent students' behaviour with their teachers were found good.
- Teachers should maintain their dignity and moral teaching should be done.
- 0.83 per cent to 3.65 per cent of the total enrolled students have not found enrolled as per prescribed age norms in primary and upper primary schools.
- Majority of such students belongs to the higher age group. The respective VECs may take up required action to streamline the students' enrollment at the suitable age.
- Over all dropout rate ranged from 3.37 per cent to 2.69 per cent in schools but this is higher 4.24 per cent among boys of upper primary schools.
- 82 primary and 15 upper primary schools are having dropped out students.
- On an average 7.69 to 6.5 students per school are studying (repeating) in the same classes in primary and upper primary schools.
- The girls' drop out is higher in primary schools. The overall dropout rate is higher among boys in primary and upper primary level.
- Hence, it should be considered with the introduction of new programmes to control the same.
- Enrollments of existing CWSN were 82.40 per cent in the district.
- The availability of appliances and aids were only for 4.17 per cent of enrolled students.
- It was required to enhance the availability of appliances and complete the construction of ramps in the schools.
- About 8 per cent schools did not distribute books in time.
- Main reason was less number of books supplied in time. Proper coordination between SPO, DPO and school is required.

- The availability of food according to menu under MDM programme was having some problem in 22 sample schools.
- The payment of cooks was not regular in more than 39 per cent schools.
- Around 27 per cent schools were not having kitchen.
- Even in those schools where kitchen was available, food was cooked outside of the schools.
- 6.15 per cent schools do not have required utensils.
- Despite awareness of cleanliness, the students during MDM do not follow it.
- 84.62 per cent schools were inspected regularly for MDM.
- Only 2 (1.54 per cent) schools were provided with micro-nutrition supplement.
- Overall participation of parents and VEC in MDM was not satisfactory.
- Average number of VEC members was found low representation of parents.
- The female and caste-wise composition of VEC was as per norms.
- The parent's representation in VECs should be emphasized.
- Members attended VEC meetings adequate female member's representation.
- Around 79 per cent of primary and 85.71 per cent of upper primary schools VEC members imparted in training.
- About 27 per cent of primary and 24.44 per cent of upper primary schools VEC members were trained.
- The training should be necessary to all VEC members.
- VECs' role in improving overall school conditions were found to be the best in 0.38 per cent in primary schools.
- 16.16 per cent of primary and 16.43 per cent upper primary schools VEC members' role were found good.
- Their satisfactory role was reported in 65.38 per cent in primary and 50.71 per cent in upper primary schools.
- In around 10 per cent of primary and 32.86 per cent of upper primary schools VEC members' role was found poor.
- The role of VECs' should be deemed more important for improving schools conditions. Hence, VEC members should play more active role in this respect.
- Money has been withdrawn from account in some cases but construction work has not been started yet.
- For different types of constructions, unutilized grants are found.

- Through better monitoring of construction work and fund utilization, expected results can be achieved.
- Most of the VECs did not have school construction related records
- This is one of the main reason of funds misuse and slow progress of construction work in schools.
- Most of the teachers always use TLM in teaching.
- It should be necessary for teachers to use TLM regularly.
- The unsatisfactory construction work has been reported as 7.41 per cent.
- The main reasons of unsatisfactory work were lack of appropriate materials, low quality of construction work and lack of commitment.
- Teaching staff should not be involved in construction work.
- It has been found that 1 KGBV was running in the district.
- The payment of EGS/AIE teachers has been found irregular.
- The students' attendance in the alternative schooling centres was well.
- Most of the EGS/AIE centres were not functioning properly.
- The Centres were deprived of TLM, MDM and other programmes.
- Records were not maintained, properly.
- VEC members are required training for the development of alternative schooling.
- Madrasa had not received any grant from SSA in the district.
- BRC Coordinators visits were found on an average less than once in a month for both primary and upper primary school for providing academic input.
- NPRC coordinators visits were made more than once in a month both type of schools.
- The filled in data capture formats have been sent to the district office.
- General school conditions were found to be better at the upper primary school level as compared to the primary level by the investigators.

CHAPTER I

INTRODUCTION

1.1 About Sarva Shiksha Abhiyan (SSA):

SSA is an effort to universalize elementary education by community ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA Programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community owned quality education in a mission mode. The SSA is to provide useful and relevant elementary education for all children in the 6 to 14 years age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

1.2 Objectives of Present Study:

The present study is regarding the Monitoring and Evaluation of Sarva Shiksha Abhiyan implemented in Sitapur District of Uttar Pradesh. The objectives of the study are:

- (i) Assess the progress of implementation of approved plans at district level and state level.
- (ii) To check progress in achievement of some key outcome indicators through sampling.
- (iii) Verify process and procedures undertaken for the implementation of SSA.

1.3 Scope of Work

The Programmes to be covered include:

- (i) Sarva Shiksha Abhiyan
- (ii) Achievement Level of Primary and Upper Primary Schools
- (iii) Mid-Day Meal Scheme
- (iv) Kasturba Gandhi Balika Vidyalaya
- (v) National Programme for Education of Girls at Elementary Level.
- (vi) Alternative Schooling etc.

1.4 Study Sample and Design

There are 2593 primary and 703 upper primary schools and 151 EGS, 91 AIE and 6 Maktab / Madrasas, 19 RBCs, 233 NRBCs, and 219 cluster model schools for NPEGEL. All type of schools / centres are 4017 as presented in Table 1.1. In which there are 2 Kasturba Gandhi Balika Vidyalaya in the district.

Table 1.1: Total Number of Schools

Sl. No.	Block Name	PS	UPS	Alternate Education					Girls Education		Total
				EGS	AIE	MM	RBC	NRBC	NPEGEL	KGBV	
1.	Aliya	119	33	-	2	-	1	11	10	-	176
2.	Behta	132	37	10	8	-	1	5	14	-	207
3.	Biswan	151	42	15	9	-	1	13	16	-	247
4.	Gondlamau	157	43	4	5	-	1	15	13	-	238
5.	Hargaon	144	43	8	7	-	1	10	13	-	226
6.	Kasmanda	128	37	15	1	-	1	12	12	-	206
7.	Khairabad	141	47	15	3	-	1	13	10	-	230
8.	Laharpur	127	37	2	3	2	1	7	8	-	187
9.	Maholi	139	34	11	8	-	1	12	12	-	217
10.	Mahmoodabad	127	33	5	3	2	1	15	12	-	198
11.	Machhrehta	127	32	1	2	-	1	12	13	-	188
12.	Mishrikh	119	33	8	6	-	1	10	10	1	188
13.	Pahla	134	33	8	8	-	1	9	12	-	205
14.	Parsendi	139	36	2	2	-	1	17	9	-	206
15.	Pisawan	142	34	15	6	-	1	12	12	-	222
16.	Rampur Mathuta	143	35	8	-	-	1	10	8	-	205
17.	Reusa	139	42	9	3	-	1	6	12	-	212
18.	Sakran	104	23	5	4	-	1	7	11	-	155
19.	Sidhauli	112	31	10	11	-	1	13	11	1	190
20.	Nagar Kshetra	69	18	-	-	2	-	24	1	-	114
Total		2593	703	151	91	6	19	233	219	2	4017
No. of Sample Schools		130	35	7	5	1	1	11	11	1	202
% of Sample Schools		5.01	4.98	4.64	5.49	16.67	5.26	4.72	5.02	50	5.03

Source: SSA Programme, BSA, District Sitapur, U.P.

The sample for survey in primary and upper primary schools was drawn on the basis of random sampling method. The sample primary and upper primary schools were taken from each of the 4 blocks and 1 urban area of the district. The entire sample consists of 130 primary and 35 upper primary schools. Also 11 cluster model schools for NPEGEL, 7 EGS, 5 AIE, 1 Madrasa, 1 KGBV, 1 RBC and 11 NRBC Centres have

been covered in the sample. The detail sample size has been shown in Table 1.2. The primary data were collected through pre-structured schedules. The data tabulation and analysis was done on the computer using SPSS package.

Table 1.2: Number of Sample Schools in Sitapur District

Sl No.	Name of Blocks	Primary School	Upper Primary School	NPEGEL	EGS	AIE	Madrasa	KGBV	Bridge course		Total
									RBC	NRBC	
1	Khairabad	141	47	10	15	3			1	13	230
	%age Schools/Centre	(24.31)	(28.48)	(24.39)	(42.86)	(13.64)		-	(25.00)	(16.88)	(24.81)
	Sample no of Schools	32	10	3	3	1			-	2	51
2	Mishrikh	119	33	10	8	6		1	1	10	188
	%age Schools/Centre	(20.52)	(20.00)	(24.39)	(22.86)	(27.27)		(100.00)	(25.00)	(12.99)	(20.28)
	Sample no of Schools	27	7	3	2	1		1	-	1	42
3	parsendi	139	36	9	2	2			1	17	206
	%age Schools/Centre	(23.97)	(21.82)	(21.95)	(5.71)	(9.09)		-	(25.00)	(22.08)	(22.22)
	Sample no of Schools	31	8	2	-	1			1	3	46
4	Sidhauli	112	30	11	10	11			1	13	189
	%age Schools/Centre	(19.31)	(18.79)	(26.82)	(28.57)	(50.00)		-	(25.00)	(16.88)	(20.39)
	Sample no of Schools	25	6	3	2	2			-	2	40
5	Urban Area	69	18	1			2		-	24	114
	%age Schools/Centre	(11.90)	(10.91)	(2.44)	-	-	(100)	-	-	(31.17)	(12.30)
	Sample no of Schools	15	4				1		-	3	23
	Total	580	165	41	35	22	2	1	4	77	927
	%age Schools/Centre	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100)	(100.00)	(100.00)	(100.00)	(100.00)
	Sample no of Schools	130	35	11	7	5	1	1	1	11	202
	%age Schools/Centre	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100)	(100.00)	(100.00)	(100.00)	(100.00)

Source: Field Survey, SSA Programme, District Sitapur, U.P.

The other information relating to the functioning and progress of SSA Programme in the district have also been collected from SPD Office at the state level and from the office of the District Basic Shiksha Adhikari.

The following Table 1.3 provides the distance-wise break-up of the sample primary and upper primary schools from BRCs and NPRCs of the district.

Table 1.3: Distance of Sample Schools from B.R.C./ N.P.R.C.

Sl. No	Distance	Primary School	Upper Primary School	Total
1	BRC			
	a. Within 3 KM	20 (15.39)	6 (17.14)	26 (15.76)
	b. 3 to 5 KM	13 (10.00)	3 (8.58)	16 (9.690)
	c. 5 to 8 KM	20 (15.38)	6 (17.14)	26 (15.76)
	d. Above 8 KM	77 (59.23)	20 (57.14)	97 (58.79)
	Total	130 (100.00)	35 (100.00)	165 (100.00)
2	NPRC			
	a. Within 3 KM	82 (63.08)	15 (42.86)	97 (58.79)
	b. 3 to 5 KM	31 (23.85)	10 (28.57)	41 (24.850)
	c. 5 to 8 KM	13 (10.00)	14 (40.00)	27 (12.73)
	d. Above 8 KM	4 (3.07)	1 (2.86)	5 (3.03)
	Total	130 (100.00)	35 (100.00)	165 (100.00)

Source: Field survey, SSA Programme, District Sitapur, U.P.

CHAPTER-II

EDUCATIONAL PROFILE OF SITAPUR DISTRICT

2.1. Introduction:

Sitapur was established by the king Vikarmaditya after the name of Lord Ram's wife Sita. This place is concerned with ancient, medieval and modern history. This is a land of seer and sufis. Purans were written by Rishi Ved Vyas on this holi land. According to Hindu mythology the 'Panch Dham Yatra' journey of five main religious Hindu places will not be completed without visiting the Neemsar or Namisharanya, a religious ancient place in Sitapur. Dargah of Hazrat Makhdoom sb. at Khairabad and Hazrat Gulzar Shah are the symbols of communal harmony.

The City is situated on the river bank of 'Sarayan', at Lucknow-Delhi National Highway No-24, 89 Km. from state capital Lucknow, and on meter gauge Railway line from Lucknow to Bareilly via Lakhimpur and Pilibhit. Sitapur is also connected on broad gauge train network connecting Gorakhpur and Delhi via Gonda, Burhwal bypassing Lucknow and Hardoi. Whole district is divided into six tehsils - Sitapur, Biswan, Mishrikh, Laharpur, Mahmoodabad and Sidhauli. There are 19 blocks, two parliamentary constituencies (Sitapur, Mishrikh (SC)) and nine assembly constituencies (Behta, Biswan, Mahmoodabad, Sidhauli(SC), Laharpur, Sitapur, Hargaon(SC), Mishrikh and Machhrehta(SC)). Total population of the district is 36,19,661 out of which 1941374 were male and 1678287 were female. The area of the District is 5743 Sq. Km (see the map).

It is evident from Table-2.1 that there has been an increase in the literacy rate of the district from 31.4 per cent to 48.3 per cent over the years 1991 and 2001. There has been a marked increase in literacy rate of the district and it was found to be lower, 48.3 per cent than the State average, i.e. 56.3 per cent. The male literacy rate (60.0 per cent) is recorded to be the far higher as compared to the female literacy rate (34.6 per cent) in the district during the year 2001.

Table-2.1: Literacy Rate of Sitapur and UP

Sl. No.	Item	Uttar Pradesh		Sitapur District	
		1991	2001	1991	2001
1	People	40.7	56.3	31.4	48.3
2	Male	54.8	68.8	43.1	60.0
3	Female	24.4	42.2	19.9	34.6

Source: Census of India, 2001.

District Sitapur: Map

Source: www.mapsofindia.com

2.2. Status of Schools:

As per information available from the office of Basic Shiksha Adhikari, Sitapur, there were 3176 primary and upper primary schools as on 31 March 2006. Out of these, 2533 were primary and 643 were upper primary schools in the district. Total number of 120 schools (60 PS and 60 UPS) were sanctioned for the financial year of 2006-07. All the sanctioned primary and upper primary schools were opened during this period as per reported by the BSA, Sitapur. Current status of PS and UPS in the district including newly opened schools indicates that there were 3296 schools running. Out of which 2593 were primary schools and 703 were upper primary schools. (See in Table-2.2)

Table-2.2: Details about Opening of Schools:

Sl. No.	Details	PS	UPS	Total
1	2	3	4	5
1	No. of Schools as on 31.03.06	2533	643	3176
2	No. of Schools Sanctioned in current financial year-2006-07	60	60	120
3	No. of Schools Opened in current financial year-2006-07	60	60	120
4	Current Status of School	2593	703	3296

Source: SSA Programme, BSA, District- Sitapur, U.P.

Major Findings

- Sanctioned primary and upper primary schools for the year 2006-07 have been opened during the same year.

2.3 Status of Teaching Staff:

The details about the teaching staff as presented in the Table-2.3 A and 2.3 B indicate that there were 12018 total sanctioned teachers for primary schools and 3515 sanctioned teachers for upper primary schools up to the financial year 2006-07. The actual appointment against the corresponding sanctioned number of primary and upper primary school teacher was found to be 7609 and 2212 teachers respectively. It indicates a difference of 4409 teachers for primary and 1303 for upper primary schools, which are still to be appointed in the district. The number of sanctioned teachers and the number of actual appointment in primary and upper primary schools in the district further indicates that in case of primary schools, 65.99 per cent teachers appointed against sanctioned in the category of headmasters, 27.67 per cent teachers appointed against sanctioned as assistant teachers and 96.29 per cent are appointed against as

shiksha mitra. It is relevant to say that in case of primary schools, only 34.01 per cent posts are vacant against sanctioned in the category of Headmaster, 72.33 per cent in the category of Assistant Teacher and 3.71 per cent are vacant against sanctioned as Shiksha Mitra.

In case of upper primary schools 71.69 per cent appointed against sanctioned as headmasters and 60.74 per cent appointed against assistant teachers. The actual difference between appointment and sanctioned teachers were 28.31 per cent for headmasters and 39.26 per cent for assistant teacher in the district.

Table-2.3 A: Details about Teachers in Primary Schools

Sl. No	Details	Sanctioned as on 31.03.06*	Sanctioned during 2006-07*	Total Sanction	Appt. against sanctioned	Different
1	2	3	4	5	6	7
1	Headmaster	Not Available	Not Available	2593 (100)	1711 (65.99)	882(34.01)
2	Assistant teachers	Not Available	Not Available	4630 (100)	1281 (27.67)	3349 (72.33)
3	Shiksha Mitra	Not Available	Not Available	4795 (100)	4617 (96.29)	178 (3.71)
	Total	NA	NA	12018 (100)	7609 (63.31)	4409 (36.69)

Source: SSA Programme, BSA, District- Sitapur, U.P.

- Information has not been provided by the EMIS incharge.

Table-2.3 B: Details about Teachers in Upper Primary Schools

Sl. No	Details	Sanctioned as on 31.03.06*	Sanctioned during 2006-07*	Total Sanction	Appt. against sanctioned	Different
1	2	3	4	5	6	7
1	Headmaster	Not Available	Not Available	703 (100)	504 (71.69)	199 (28.31)
2	Assistant teachers	Not Available	Not Available	2812 (100)	1708 (60.74)	1104 (39.26)
	Total	NA	NA	3515 (100)	2212 (62.93)	1303 (37.07)

Source: SSA Programme, BSA, District- Sitapur, U.P.

* Information has not been provided by the EMIS incharge.

Findings and Suggestion

- 63.31 per cent of sanctioned teachers were appointed at the primary school level and 62.93 per cent of the sanctioned teachers were appointed at the upper primary level.
- 36.69 per cent teachers for primary schools and 37.07 per cent for upper primary schools are still to be appointed.

2.4. Recruitment of Teachers:

The information relating to the mode of recruitment of teachers in primary and upper primary schools in district Sitapur during 2006-07 as presented in Table-2.4 indicated 571 appointments in primary schools were made. Out of total 521 appointed teachers at the DPO / Basic level, 50 shiksha mitra were appointed at the VEC level. As against this there were not a single teacher appointed at upper primary schools of district Sitapur during the year 2006-07.

Table-2.4: Mode of Recruitment of Teachers

Sl. No	Details	Primary Schools				Upper Primary Schools			
		No. of Teachers Appointed in 2006-07		Appt. at DPO/ Basic Level	Appt. at VEC Level	No. of Teachers Appointed in 2006-07		Appt. at DPO/Basic Level	Appt. At VEC Level
		Regular	Contract			Regular	Contract		
1	2	3	4	5	6	7	8	9	10
1	Headmaster	-	-	-	-	-	-	-	-
2	Assistant Teacher	521	-	521	-	-	-	-	-
3	Shiksha Mitra	-	50	-	50	-	-	-	-
4	Total	521	50	521	50	-	-	-	-

Source: SSA Programme, BSA, District- Sitapur, U.P.

2.5. Teachers' In Service Training:

In order to maintain teaching standard, the target of teachers training has been fixed by the BSA for the teachers of primary and upper-primary schools of the district. The target has been fixed for a total 3092 teachers (headmasters and assistant teachers) to attend orientation training programme for the academic year 2006-07 in district Sitapur. The Orientation Training Programme, has been provided to 3010 headmasters and assistant teachers till 31.03.07 and remaining 82 teachers has been left for this training (Table-2.5). In case of upper primary schools target has been fixed for 2212 headmasters and assistant teachers to participate in orientation training for the academic year 2006-07. The orientation training Programme, has been provided to 1850 headmasters and assistant teachers till 31.03.07 and remaining 362 teachers has been left for this training.

Table-2.5: Teachers' In Service Training

Sl. No	Details	Primary Schools			Upper Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on 31.03.07	Balance Left	Target No. of teachers for training	No. of teachers provided training as on 31.03.07	Balance Left
1	2	3	4	5	6	7	8
1	Headmaster	1311	3010	82	504	1850	362
2	Assistant teachers	1781			1708		
3	Shiksha mitra	-	-	-	-	-	-
4	Total	3092	3010	82	2212	1850	362

Source: SSA Programme, BSA, District- Sitapur, U.P.

Findings and Suggestions

- In service training, target was not achieved in primary and upper primary schools.
- Untrained teachers need to be provided in-service training.

2.6. Teachers' Orientation Training:

The target has been fixed by the BSA, Sitapur for 425 Shiksha Mitra to participate in orientation training for the year 2006-07. The orientation training Programme, has been provided to 373 Shiksha Mitra till 31.03.07 and remaining 52 shiksha mitra had been left for this training (Table-2.6).

Table-2.6: Teachers' Orientation Training

Sl. No.	Details	Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on 31.03.07	Balance Left
1	2	3	4	5
1	Headmaster	-	-	-
2	Assistant teachers	-	-	-
3	Shiksha mitra	425	373	52
4	Total			

Source: SSA Programme, BSA, District- Sitapur, U.P.

Findings and Suggestions

- Orientation training has not been provided to all the teachers at primary school level.
- Orientation training needs to be given to all primary school teachers.

2.7: Teachers' Refresher Training:

The target has been fixed by the BSA, Sitapur for 4410 shiksha mitra from primary schools to participate in refresher training for the year 2006-07. It has been informed by BSA that the refresher training programme has been provided to all 4410 Shiksha Mitra of primary schools till 31.03.07 (Table-2.7).

Table-2.7: Teachers' Refresher Training

Sl. No.	Details	Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on 31.03.07	Balance Left
1	2	3	4	5
1	Headmaster	-	-	-
2	Assistant teachers	-	-	-
3	Shiksha mitra	4410	4410	-
4	Total	4410	4410	-

Source: SSA Programme, BSA, District- Sitapur, U.P.

2.8. Teachers Learning Material (TLM) Grant:

As per information given in Table-2.8, 6332 teachers from primary and 1208 teachers belong to upper primary schools where found eligible to receive TLM grant during the financial year 2006-07. A total of Rs.31,66,000.00 were given as TLM grant to all eligible primary schools teachers. Along with this, Rs.6,40,000.00 was also given to upper primary school teachers. The date of release of TLM grant was 31.08.06 to 31.03.07, for primary and 31.08.07 for upper primary school teachers. All eligible teachers from primary and upper primary schools received TLM grant during the financial year 2006-07.

Table-2.8: Details about TLM Grant

Sl. No.	Details	Primary Schools	Upper Primary Schools
1	No. of teachers eligible to receive TLM grants in financial year 2006-07	6332	1208
2	Total grant sent by BSA to VECs accounts	31,66,000.00	6,40,000.00
3	Date of release of TLM Grant	31.08.06 to 31.03.07	31.08.06
4	No. of teachers covered	6332	1208

Source: SSA Programme, BSA, District- Sitapur, U.P.

2.9. Distribution of Text Books:

The Information regarding textbooks distribution (Table-2.9) indicated that books were distributed among 353702 students of primary schools of the district in the months of July 2006. Free textbooks have been distributed among 349710 (98.87 per cent) students of primary schools from SSA Programme. Rest of 3992 (1.13 per cent) students received their textbooks from State Government Fund. Out of books through SSA, 238913 (68.32 per cent) were girls and 110797 (31.68 per cent) were boys belonging to SC category. Books through state government funds were given to 2912 (72.95 per cent) girls and 1080 (27.05 per cent) boys belonging to SC category.

In case of upper primary schools, textbooks were distributed in the months of July 2006, among 70854 students. Free textbooks have been distributed among 66339 (93.63 per cent) students of upper primary schools from SSA Programme. Rest of 4515 (6.37 per cent) students received their textbooks from State Government Funds. Out of a total students those received free text books from SSA programme, 38,980 (58.76 per cent) were girls and 27359 (41.42 per cent) were boys belonging to SC category. Free text books through state government funds were given to 3,215 (71.21 per cent) girls and 1,300 (28.79 per cent) boys belonging to SC category.

Table-2.9: Details about Text Books Distribution

Sl. No.	Details	Primary Schools			Upper Primary Schools		
		Total	SC Boys	Girls	Total	SC Boys	Girls
1	2	3	4	5	6	7	8
	No. of children to whom free text books have been distributed	353702	111888	241825	70854	28659	42195
2	No. of children received free text books from SSA Programme	349710	110797	238913	66339	27359	38980
3	No. of children received free text books from State Govt. Funds	3992	1080	2912	4515	1300	3215
4	Actual date of text books distributed to the district level and to schools	18 th and 19 th July 2006					

Source: SSA Programme, BSA, District- Sitapur, U.P.

2.10. Number of Children and their Enrolment in Schools:

A household Child-Survey was conducted during September 2006 in the district, for assessing the number of children in the age group of 6-11 and 11-14 years. A total number of 6,29,702 children were found in the age group of 6-11 years in the District. Out of these 3,35,611 (53.30 per cent) were boys and 2,94,091 (46.70 per cent) were girls. In the age group of 11-14 the total number of children were found 2,62,004. Out of which 1,50,103 (57.29 per cent) were boys and 1,11,901 (42.71 per cent) were girls in this age group.

Table-2.10, indicates that 99.57 per cent of total children of 6-11 years age group was enrolled in schools. In case of children falling in the age group of 11-14 years, enrolment among boys was 99.03 per cent and enrolment among girls was 98.74 per cent as on September 30, 2006.

Table-2.10: Details of Children and their Enrolment in Schools

Age group of children		Total No of children as per household survey Sep.-2006	Total No of children enrollment as per 30.09. 06
6-11 Years	Boys	335611 (53.30)	334268 (99.60) (53.31)
	Girls	294091 (46.70)	292719 (99.53) (46.69)
	Total	629702 (100)	626987 (99.57) (100)
11-14 Years	Boys	150103 (57.29)	148651 (99.03) (57.36)
	Girls	111901 (42.71)	110496 (98.74) (42.64)
	Total	262004 (100)	259147 (98.91) (100.00)

Source: SSA Programme, BSA, District- Sitapur, U.P.

Major Findings and Suggestion

- High enrollment of children has been found in Sitapur district.
- However, the enrollment of girls as against the boys is relatively lower.
- Enrollment of girls needs to be increased in Sitapur district.

2.11. Civil Works:

The construction of school buildings is in progress for primary and upper primary schools. The available information indicates that construction of 60 new primary

schools and 60 upper primary schools was sanctioned for the financial year 2006-07 in the district. It has been reported that 31 primary and 32 upper primary schools were completed. 29 primary and 28 upper primary schools were reported in progress. Apart from this, the sanction has been given for additional 2080 rooms in existing primary schools and 60 for upper primary schools in the financial year 2006-07. The work had been completed of 1380 rooms in primary schools and 22 rooms in upper primary schools. The work has been reported as in progress of 700 rooms in primary schools and 38 rooms in upper primary schools (Table-2.11).

Table-2.11: Status of Civil Work Sanctioned for the Financial Year 2006-07

Sl. No.	Construction	Sanction (No)	Progress in Nos.			Reason for Work not started till 30.09.2006
			Completed	Work in progress	Work not started	
1	2	3	4	5	6	7
1	New Primary Schools	60	31	29	-	-
2	New Upper Primary Schools	60	32	28	-	-
3	Additional Rooms for Primary Schools	2080	1380	700	-	-
4	Additional Rooms for UPS	60	22	38	-	-

Source: SSA Programme, BSA, District- Sitapur, U.P.

The technical supervision of civil works of primary and upper primary schools is done by the district coordinator (civil work) of expert BSA office (specially appointed for Sarva Shiksha Abhiyan), and JEs of RES appointed in development blocks. The proper technical guidance during the construction period was not provided by these JEs at some places as reported by the school teachers.

Major Findings and Suggestion

- The adequate technical support from the JEs is not being provided. The involvement of private construction agencies needs to be explored.
- The involvement of teachers in construction work needs to be minimized.

The information relating to the drinking water and toilet facilities in the primary and upper primary schools of the district was also made available by the BSA, Sitapur. There were 2346 toilets have been provided to the schools through total sanitation programme.

2.12. School Grants:

The details as presented in Table-2.12 indicate that the grant of 3224 primary and upper primary schools was approved for the year 2006-07. Out of these schools, 2430 were primary and 794 were upper primary. The grant has been released to 2430 primary and 781 upper primary schools of the district. A total amount of Rs.64,62,000.00 were released to both types of schools. Out of this total amount Rs.48,60,000.00 were released for the primary schools and Rs. 16,02,000.00 were for the upper primary schools. The details regarding utilization of funds till 31.10.2006 is also given in the table. It is evident from the table that an amount of Rs.48,60,000.00 in primary and Rs.15,62,000.00 in upper primary schools have been utilized. No centralized purchase for any school from this grant had been made by the BSA.

Table-2.12: Details about School Grants

Sl. No.	Details	PS	UPS	Total
1	No. of schools to whom grants approved in 2006-07	2430	794	3224
2	No. of schools to whom funds have been released	2430	781	3211
3	Date of release the grant to VEC accounts	30.09.06	30.09.06	-
4	Released amount (Rs.)	48,60,000	16,02,000	64,62,000
5	Amount utilized by VECs up to 31.10.06 (Rs.)	48,60,000	15,62,000	64,22,000
6	Has the BSA made centralized purchased for school out of grant? (Yes-1 / No-2)	2	2	2
7	If yes	-	-	-
	a. For What purpose	-	-	-
	b. Amount utilized (Rs.)	-	-	-

Source: SSA Programme, BSA, District- Sitapur, U.P.

2.13. Education Guarantee Scheme (EGS)/Alternative and Innovative Education (AIE) Centres:

There has been a sanction of 150 EGS/AIE centers during the financial year 2005-06 in Sitapur district, and all EGS/AIE centers were in position during that period as reported by the BSA, Sitapur. Besides this, 92 EGS/AIE centers were sanctioned during the financial year 2006-07. Table-2.13 contains this information indicates that all centres were reported in position, which were sanctioned during the financial year 2006-07.

Table-2.13: **Details about EGS/AIE Centres**

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of EGS/AIE centers as on 31.03.2006	150	150(100)
2	No. of EGS/AIE centers in the financial year 2006-07	92	92 (100)
3	No. of EGS /AIE centers to be upgraded in the financial year 2006-07	-	-
4	No. of teachers sanctioned for new upgraded primary schools	-	-

Source: SSA Programme, BSA, District- Sitapur, U.P.

2.14 **Students Enrollment in the EGS/AIE Centres:**

The information regarding enrolment status in EGS/AIE centers in Sitapur district is given in Table-2.14. This table indicates that the target has been fixed only for 1598 SC children to enroll in the EGS/AIE centres in the district. Although, a total of 4835 children were enrolled in EGS/AIE centres. Out of these total enrolled children, 1598 (33.05 per cent) belong to the scheduled caste, 35 (0.72 per cent) belong to scheduled tribes, 1264 (26.14 per cent) belong to the OBC, 643 (13.30 per cent) belong to minority and 1295 (26.78 per cent) belong to the other (General BPL) category of population.

Table-2.14: **Details about Children's Enrollment in the EGS/AIE Centres**

Sl. No.	Social Group	Target for 2006-07	Enrolled as on 30.09.2006	Difference
1	2	3	4	5
1	SC	1598	1598 (33.05)	-
2	ST	-	35 (0.72)	-
3	OBC	-	1264 (26.14)	-
4	Minority	-	643 (13.30)	-
5	Others	-	1295 (26.78)	-
6	Total	-	4835 (100)	-

Source: SSA Programme, BSA, District- Sitapur, U.P.

2.15. **Training to the Education Volunteers (EVs):**

There were 242 EVs reported to be working in the district of Sitapur and all of them were trained. All the EVs have received orientation training. This training was imparted for 15 days during the year 2006-07. They have been trained at DIET by the experts.

The training provided to the EVs is found to be sufficient as per standard laid down by SPO. It was reported that all the trainees have been given academic support by BRC/NPRC.

2.16. Educational Qualification of Education Volunteers (EVs):

A total number of 242 Education Volunteers were there in District Sitapur. Out of these Volunteers 150 were having qualification up to high-school level, 50 EVs were having qualification up to intermediate and 42 were having qualification up to graduate and above (Table-2.14).

Table-2.15: **Educational Qualification of Education Volunteers**

Sl. No.	Educational Qualification	Numbers
1	High School	150 (61.98)
2	Intermediate	50 (20.66)
3	Graduates and above	42 (17.36)
4	Total	242 (100)

Source: SSA Programme, BSA, District- Sitapur, U.P.

All the EGS/AIE centers running in the district have a position of district coordinator (alternate education), but this post was laying vacant as per information given by the BSA, Sitapur. The monitoring of existing EGS centers is done through a format supplied at the district level by SPO. Not a single EGS/AIE centre made upgraded.

2.17. Children Mainstreamed From EGS/AIE Centres:

There were 572 children mainstreamed from EGS/AIE centers as on 30.09.2006 in the current financial year 2006-07. 407 children were mainstreamed during the year 2005-06. Out of these 407, 80 were mainstreamed in the private schools, 122 in government aided schools and 205 in government schools, in the district (Table-2.15). Free Text books for all subjects were distributed to the children of EGS/AIE centers. The district level information provided by the BSA shows that Textbooks were being used in all the centers.

Table-2.16: Children Mainstreamed From EGS/AIE Centres

Sl. No.	Details	Numbers	Remarks/ Problems
1	No. of children actually mainstreamed from EGS/AIE centers as on 30.09.2006 in the current financial year 2006-07	572	-
2	Details of the last academic year 2005-06	407	-
	1. Mainstreaming in private schools	80	-
	2. Mainstreaming in Govt. aided schools	122	-
	3. Mainstreaming in Govt. schools	205	-

Source: SSA Programme, BSA, District- Sitapur, U.P.

Findings

- Mainstreaming has been done in government, government aided and private schools as reported by the BSA, Sitapur.

2.18. Block Resource Centre/Nyaypanchayat Resource Centre (BRC/NPRC):

The details of BRC and NPRC of Sitapur district have been presented in Table-2.16. There were 19 BRCs and 219 NPRCs recorded during the financial year 2006-07. Along with this, there were 19 BRC coordinators and 19 assistant coordinators have been sanctioned and duly appointed, except 1 assistant coordinator. In case of NPRCs having 219 coordinators in position against a sanctioned of 219 positions in the district.

Table-2.17: Details about BRC/NPRC

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of BRC centers as on 31.03.06	19	19
2	No. of NPRC centers as on 31.03.06	219	219
3	No. of BRC centers in the financial year 2006-07	19	19
4	No. of NPRC centers in the financial year 2006-07	219	219
5	Details of staff in BRC: a. Coordinators	19	19
	b. Asst. Coordinator	19	18
	C. Others	-	-
6	Details of staff in NPRC: Coordinators	219	219

Source: SSA Programme, BSA, District- Sitapur, U.P.

2.19. Children With Special Needs (CWSN):

There were 6925 CWSN children identified in the district during the financial year 2006-07. In which 4485 (64.77 per cent) were boys and 2440 (35.23 per cent) were

girls. There were only 531 CWSN children (385 boys and 146 girls) who have been provided aids and appliances during the financial year 2006-07. There were two resource teachers among 4485 boys and 1 resource teacher was provided for 2440 girls (Table-2.17). It has been found that 18 itinerant teachers (12 for boys and 6 for girls) were identified. Apart from these, there was one district coordinator for IED had appointed and he was given an opportunity of orientation for the same, and also given an opportunity to participate in capacity building programme at the state level. The ramps in 2,684 schools were constructed in the district. 2,085 ramps were in primary schools and 599 ramps were constructed in upper primary schools. The counseling was given to 27 parents of CWSN children during current financial year of 2006-07. The numbers of counseling of the parents were very poor.

Table-2.18: Children With Special Needs (CWSN)

Sl.No.	Details	Boys	Girls	Total
1	No. of CWSN children identified in financial year 2006-07	4485	2440	6925
2	No. of children who have been provided with aids and appliances in financial year 2006-07	385	146	531
3	No. of resource teachers identified	2	1	3
4	No. of Itinerant teachers identified	12	6	18

Source: SSA Programme, BSA, District- Sitapur, U.P.

Findings and Suggestions

- Large number of parents needs to be counseled about CWSN.
- The large number of students required aids and appliances.

2.20. National Programme for Education of Girls at Elementary Level (NPEGEL):

As per details available in this respect, which are presented in Table-2.18, there was a target of 219 model clusters for the year 2006-07. All these model clusters, popularly known as **Meena Manch** were not made functional in the district as on 30.09.06. Appointment of a gender coordinator is sanctioned in the district and is in position.

A monitoring system to check the progresses in girls' education interventions were implemented as reported by the BSA, district Sitapur.

Table-2.19: **National Programme for Educational of Girls at Elementary Level (NPEGEL)**

Sl. No.	Details of Facilities	Target for 2006-07	Made functional as on 31.01.2007	Difference
1	2	3	4	5
1	Number of model schools clusters	219	-	219
2	No. of additional class rooms to be aided.	2	-	2
3	No of model clusters with drinking water	219	-	219
4	No of model clusters with toilet facility	219	-	219
5	No of model clusters with electrification	-	-	-
6	Quantum of funds to be released	-	-	-
7	No. of ECCE centers operational under Innovation Head funds	170	170	-
8	No. of ECCE centers operational under NPEGEL	-	-	-

Source: SSA Programme, BSA, District- Lucknow, U.P.

Finding and Suggestion

- NPEGEL programme was not running in the district.
- This programme should be started immediately according to the norms.

2.21. Kasturba Gandhi Balika Vidyalaya (KGBV):

The numbers of KGBVs sanctioned in the district were 2 in the year 2006-07 in the district. One was made functional by the Mahila Samakhya up to 30.09.06 in the district. Land has been identified for this KGBV and the formalities for the construction for this KGBV have been completed.

The positions of 2 wardens cum teacher, along with these 8 full time teachers, 6 part time teachers and 6 support staff (Accountant/Assistant, Peon cum Chaukidar and Cook) were sanctioned. Out of these, 1 warden cum teacher were appointed along with this, 2 full time teachers, 3 part time teachers and 3 support staff (Accountant, Peon cum Chaukidar and Cook) were also in position. (Table-2.19). There were 100 students in these KGBV as reported by the BSA officials.

Table-2.20: **Teaching and Other Staff in KGBV**

Sl. No.	Staff	Sanctioned	In Position
1	Warden cum teachers	2	1
2	Full time teachers	8	2
3	Part time teachers	6	3
4	Support staff (accountant/assistant, peon, chowkidar and cook)	6	3

Source: SSA Programme, BSA, District- Sitapur, U.P.

Suggestion

- The possibility to open KGBVs in all the blocks and 1 urban area of the district needs to be given due consideration.
- Sanctioned KGBV should be open as early as possible.

2.22. Details about District Information System for Education (DISE) / Educational Monitoring and Information System (EMIS):

The district has EMIS with required computer and computer operator. The data formats have been supplied to all the schools a bit late. The data collected and compiled, being regularly sent to the State Project Director as reported by the BSA. The BRC coordinators have been entrusted with the task to verify 5 percent of the data collected in the district. BRC coordinators of the district have been trained for this work. The training was organized at DIET Sitapur for BRC coordinators in the district on 15th September 2006.

Finding

- Evaluator has found that secondary data were not made available properly due to lack of coordination among district coordinators, MIS incharge and clerical staff of BSA.

2.23. Functioning of Village/Ward Education Committees (VEC/WEC):

There were 1180 village/ward level education committees in the district where 60 per cent members of VEC were oriented with required training.

2.24. Staffing at District Level SSA Office:

The district has full-fledged staffing for running SSA programme. The position of Expert BSA, AAO, DC-5, Accountant, Computer Operator, and EMIS incharge were sanctioned and duly appointed in Sitapur district.

Table-2.21: **Details about District Level Officials**

Sl. No.	Name of the post category wise under SSA in district office	Numbers	
		Sanctioned	In Position
1	Expert BSA	1	1
2	AAO	1	1
3	DC	5	5
4	Accountant	1	1
5	Computer Operator	1	1
6	EMIS Incharge	1	1
7	Peon	1	1

Source: SSA Programme, BSA, District- Sitapur, U.P.

CHAPTER III

INFRASTRUCTURAL FACILITIES IN SCHOOLS

3.1 Establishment and Construction of Schools:

Out of total sample schools, 80.61 per cent have been established before ten years. 82.31 per cent primary schools and 74.28 per cent upper primary schools were established ten years back or even before. Only 19.39 per cent sample schools were established within 10 years. As against this, around 37 per cent schools were constructed within last 10 year. In case of primary and upper primary schools, 36.92 per cent and 62.86 per cent schools have been constructed during last 10 years in Sitapur district.

Table 3.1: Year of Establishment and Construction

Sl. No.	Period	Primary School		Upper Primary School		All School	
		Est.	Cons.	Est.	Cons.	Est.	Cons.
1	Less 2 year (2006-07 to 2004-05)	4 (3.08)	12 (9.23)	2 (1.54)	4 (11.43)	6 (3.64)	16 (9.70)
2.	2 Years to 5 years (2003-04 to 2001-02)	7 (5.38)	10 (7.69)	2 (1.54)	3 (8.57)	9 (5.45)	13 (7.88)
3.	5 years to 10 year (2000-01 to 1996-97)	12 (9.23)	26 (20.00)	5 (3.85)	6 (17.14)	17 (10.30)	32 (19.39)
4.	10 year + (Before 1995-06)	107 (82.31)	82 (63.08)	26 (74.28)	22 (62.86)	133 (80.61)	104 (63.03)
	No. of Total Schools	130	130	35	35	165	165

Source: Field Survey, SSA Programme, District Sitapur, U.P.

Findings and Suggestions

- Most of the primary schools (82.31 per cent) were established before ten years and construction of 63.08 per cent of total primary schools was done before ten years.
- In case of upper primary schools, 74.28 per cent schools have been established and 62.86 per cent of them were constructed before ten years.
- It shows that most of the constructions were done for the completion of backlogs.
- More emphasis is required not only on the establishment of new schools and subsequently their construction, but also require more teachers for quality education.

3.2 Availability and Utilization of Classrooms:

Availability of classrooms and their utilization is presented in Table 3.2, which shows that maximum 9 rooms available only in 1 primary school out of 130 sample schools in the district Sitapur. But the use of rooms as classroom is recorded to be 5 as maximum only in 20 sample primary schools of the district. The availability of three rooms is found in

maximum number (40) of sample primary schools constituting 30.76 per cent. But at the same time use of three rooms for classrooms are recorded 41 (31.54 per cent in 130 sample primary schools. The availability of two rooms in primary schools is seen in 7 schools, constituting 5.38 per cent of the sample. But the use of two rooms for class teaching is found in 38 schools covering 29.23 per cent. The availability of four rooms in 37 schools, five in 29 schools, six in 14 schools, 7 in 1 school and 8 in one school. But the use of these for classrooms is recorded quite low as is evident from Table 3.2.

Table 3.2: Availability and utilization of Classrooms

Availability of Rooms	Primary Schools		Upper Primary Schools	
	No. of Schools	No. of Schools with use of Class rooms	No. of Schools	No. of Schools with use of Class rooms
01	-	1 (0.77)	1 (2.86)	1 (2.86)
02	7 (5.38)	38 (29.23)	-	1 (2.06)
03	40 (30.76)	41 (31.54)	1 (2.86)	23 (65.71)
04	37 (28.46)	30 (23.08)	11 (31.43)	6 (17.14)
05	29 (22.31)	20 (15.38)	11 (31.43)	3 (8.57)
06	14 (10.77)	-	5 (14.28)	1 (2.86)
07	1 (0.77)	-	4 (11.43)	-
08	1 (0.77)	-	-	-
09	1 (0.77)	-	1 (2.86)	-
10	-	-	1 (2.86)	-
No. of Total Schools	130 (100.00)	130 (100.00)	35 (100.00)	35 (100.00)

Source: Field Survey, SSA Programme, District Sitapur, U.P.

In case of upper primary schools, a maximum of 10 rooms is recorded available in 1 school out of existing 35 sample schools. The 9 rooms are also found in 1 school. The number of rooms for classroom teaching ranged from 3 to 5, but the 1, 2 and 6 room user schools are one in each category only one school used 1 room as class room. A maximum of 65.71 per cent sample schools have 3 rooms for teaching.

Findings and Suggestions

- The maximum no. of 40 (31.54 per cent) of the sample primary have 3 rooms.
- The availability of 4 and 5 rooms in 11 (31.43 per cent) schools in each category.
- 31.54 per cent primary schools use three rooms and 65.71 per cent upper primary schools use three rooms for classroom teaching.
- In view of this, more existing rooms in schools should be used for teaching.

3.3 Availability of Infrastructure in Schools:

In case of sample primary schools 43.08 per cent school have boundaries. But the availability of playground is recorded 60.77 per cent in primary schools. Sports items are also found in 43.85 per cent primary schools. The availability of mats, furniture and blackboard in classrooms is found to be good, i.e. 93.08 per cent. Despite the availability of sports items, their use is found only in 40.77 per cent schools. There are 70 per cent primary schools have verandah in the school building. Majority of the schools (69.23 per cent) have one verandah and 0.77 per cent have more than one (Table 3.3).

In case of sample upper primary schools, 40 per cent schools have boundary and playground is available in 74.29 per cent schools. The availability of sports items were found in 65.71 per cent upper primary schools. In the schools having with sports items their use was confined to 51.43 per cent. The availability of mats, furniture and blackboard were found in all sample upper primary schools. There were 40 per cent upper primary schools have verandah and 31.43 per cent upper primary schools have single verandah. Only 8.57 per cent upper primary schools are having more than one verandah.

Table 3.3: Availability of Infrastructure in Schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
Play ground	79 (60.77)	51 (39.23)	26 (74.29)	9 (25.71)	105 (63.64)	60 (36.36)
Boundaries	56 (43.08)	74 (56.92)	14 (40.00)	21 (60.00)	70 (42.42)	95 (73.08)
Availability of Sport Items	57 (43.85)	73 (56.15)	23 (65.71)	12 (34.29)	80 (48.48)	85 (51.52)
Proper availability of Mats/Furniture	121 (93.08)	9 (6.92)	35 (100.00)	0 (00.00)	130 (78.79)	35 (21.21)
Black Board in Class Rooms	121 (93.08)	9 (6.92)	35 (100.00)	0 (00.00)	130 (78.79)	35 (21.21)
Use of Sport Items	53 (40.77)	77 (59.23)	18 (51.43)	17 (48.57)	71 (43.03)	94 (56.97)
Schools without Verandah	39 (30.00)		21 (60.00)		60 (36.36)	
Schools with one Verandah	90 (69.23)		11 (31.43)		101 (61.22)	
Schools with More than one Verandah	1 (0.77)		3 (8.57)		4 (2.42)	

Source: Field Survey, SSA Programme, District Sitapur, U.P.

Findings and Suggestions

- 63.64 per cent schools have play ground.
- Only 42.42 per cent schools are with boundary walls.
- 48.48 per cent schools have sports items.
- The available sports items are used by students are in 43.03 per cent schools.
- 78.79 per cent schools have mats and furniture.
- 78.79 per cent schools have blackboards in classroom.
- 36.36 per cent schools are without Verandah.
- 61.22 per cent schools have at least one Verandah in the campus.
- Only 2.42 per cent schools have more than one Verandah.
- Construction of school boundaries should be taken up on priority basis.
- Playground should be available in all schools.

3.4 Availability of Drinking Water:

It has been found that 84.62 per cent primary schools in the sample schools having drinking water facility and 88.37 per cent upper primary schools were having drinking water facility. Out of existing drinking water facilities, 18.46 per cent PS have been arranged through Swajaldhara, 38.46 per cent from SSA and 43.08 per cent other sources. In case of upper primary schools 20 per cent schools have drinking water facility from Swajaldhara, 42.46 per cent from SSA and 37.14 per cent from other sources. (Table-3.4)

Table 3.4: Drinking Water Facility

Particulars	Primary Schools			Upper Primary Schools			Total		
	Yes	No		Yes	No		Yes	No	
Facility Availability	110 (84.62)	20 (15.38)		31 (88.37)	4 (11.43)		141 (85.45)	24 (14.54)	
Scheme	Swajaldhara	SSA	Others	Swajaldhara	SSA	Others	Swajaldhara	SSA	Others
Drinking Water	24 (18.46)	50 (38.46)	56 (43.08)	7 (20.00)	15 (42.46)	13 (37.14)	31 (18.79)	65 (39.39)	69 (41.82)

Source: Field survey, SSA programme, District Sitapur, U.P.

Findings and Suggestions

- The availability of drinking water facility is 84.62 per cent in Primary Schools and 88.37 per cent in Upper Primary Schools.
- The convergence of drinking water facility with Swajaldhara has been 18.79 per cent.
- 39.39 per cent funding of drinking water facility is done through SSA.
- The drinking water facility should be made available in all primary and upper primary schools.

3.5 Toilet Facility:

The toilet facilities are available to, 76.92 per cent boys and 74.62 per cent girls, at the primary school level. At the upper primary level, 82.85 per cent boys were having toilet facilities and 85.71 per cent girls were having this facility. The available toilet facilities were provided through SSA to 49 per cent sample schools at primary level and 43.33 per cent at upper primary schools. There are 18 per cent and 16.67 per cent facilities are made available through Total Sanitation Scheme at primary and upper primary schools, respectively. It is evident from Table-3.5 that 33 per cent and 40 per cent primary and upper primary schools provided toilet facility through other sources.

Table-3.5: Toilet Facility

Particulars	Primary Schools				Upper Primary Schools			
	Boys		Girls		Boys		Girls	
	Yes	No	Yes	No	Yes	No	Yes	No
Facility available	100 (76.92)	30 (23.08)	97 (74.62)	33 (25.38)	29 (82.85)	6 (17.51)	30 (85.71)	5 (14.29)
Scheme	TSS		SSA		TSS		SSA	
Toilet	18 (18.00)	49 (49.00)	33 (33.00)	5 (16.67)	13 (43.33)	12 (40.00)		

Source: Field survey, SSA programme, District Sitapur, U.P.

Findings and Suggestions:

- Toilet facilities are available, 76.92 per cent for boys and 74.62 per cent for girls at primary schools.
- At upper primary level, the toilet facilities having 82.85 per cent for boys and 85.71 per cent for girls.
- For providing the facility, the TSS convergence should be utilized, as it is relatively low at preset.

In course of survey it is revealed that many existing toilets were not in use because of multiple reasons. It was found that 48.46 per cent existing toilet facilities were not in use at primary and upper primary schools. These were on account of improper maintenance of toilet facilities (Table-3.6).

Table 3.6: Reason for Non-use of Toilets

Reasons	Primary	Upper Primary	Total
Toilets always Locked	-	-	-
Shock pit Filled	20 (38.46)	5 (45.46)	25 (39.68)
Door and Seats has Creaked	25 (48.08)	3 (27.27)	28 (44.44)
Others	7 (13.46)	3 (27.27)	10 (15.88)
Total	52 (100.00)	11 (100.00)	63 (100.00)

Source: Field survey, SSA programme, District Sitapur, U.P

Findings and Suggestions

- The toilet facilities are not used in 52 per cent of primary and in 36.67 per cent of upper primary schools.
- 48.46 per cent schools of the district, in which existing toilet facilities are not in use.
- This calls for additional provision of toilet facilities and the maintenance of existing facilities.

3.6 School Environment:

It was found that 86.15 per cent in primary and all sample upper primary schools have a good atmosphere and 97.69 per cent primary and 100 per cent upper primary schools' students were satisfied with proper ventilation in the classrooms. In 81.54 per cent primary and 91.43 per cent upper primary schools had proper space for students sitting. But the health facilities were reported to be provided during the last six months in 76.36 per cent sample schools.

Table No. 3.7: Environment at the schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
School with good atmosphere	112 (86.15)	18 (13.86)	35 (100.00)	-	147 (89.09)	18 (10.91)
Proper ventilation in Classrooms	127 (97.69)	3 (2.31)	35 (100.00)	-	162 (98.18)	3 (1.82)
Proper Space in Class room for sitting to student	106 (81.54)	24 (18.46)	32 (91.43)	3 (8.57)	138 (83.64)	27 (16.36)
Schools provided health facilities last 6 month	125 (96.15)	5 (3.85)	1 (2.86)	34 (97.14)	126 (76.36)	39 (23.64)

Source: Field survey, SSA programme, District Sitapur, U.P

Findings and Suggestions

- Overall school environment is found to be good but provision of health facilities in upper primary schools is not attended properly. This should be taken up more frequently.

3.7 Condition of School Buildings:

It has been found that 8.46 per cent primary school buildings were in bad condition. In case of upper primary schools the buildings were found in good condition 42.86 per cent and 57.14 per cent were in satisfactory state in Sitapur district.

Table 3.8: Condition of School Buildings

Sl. No.	Type of Schools	Good	Satisfactory	Bad	Total
1	Primary School	12 (9.23)	107 (82.31)	11 (8.46)	130 (100.00)
2	Upper Primary Schools	15 (42.86)	20 (57.14)	-	35 (100.00)
	Total	27 (16.36)	127 (76.97)	11 (6.66)	165 (100.00)

Source: Field survey, SSA programme, District Sitapur, U.P.

Findings and Suggestions

- 8.46 per cent primary school buildings are in bad shape.
- In view of this special provision of repairs should be made to consider the students' safety.

3.8 Reasons for Bad Condition:

On an average, in 11 schools out of sample primary schools those were in bad conditions, quality of construction was not found good as cracks were developed in roofs in 4 schools and cracked plaster in 2 primary schools. In 3 primary schools no doors and windows were found. 2 primary schools were having other reasons for bad conditions of the schools.

Table 3.9: Reasons for bad Condition Schools

Type of Schools	Cracked Roof	Cracked plasters	Non Availability of Doors/Windows	Others	Total
Primary Schools	4 (36.36)	2 (18.18)	3 (27.27)	2 (18.18)	11 (100.00)
Upper Primary Schools	NA	NA	NA	NA	NA
Total	4 (36.36)	2 (18.18)	3 (27.27)	2 (18.18)	11 (100.00)

Source: Field survey, SSA programme, District Sitapur, U.P

Findings and Suggestions

- In 8.46 per cent out of total primary schools, which are in bad conditions, there are cracks in roof and in 36.36 per cent developed cracks in plasters also 18.18 per cent. This may cause accidents. In view of this, the repair work should be taken up at the earliest.

CHAPTER IV

TEACHER TRAINING AND ENROLMENT

4.1 In Position Teachers and Attendance:

The survey and its results have shown a gap between sanctioned number of teachers and actual working teachers in the sample primary schools of Sitapur. The average number of sanctioned teachers turn out to be around 5 in each primary school. The average number of sanctioned Head Master, Assistant Teachers and Shiksha Mitra were 1, 2.31 and 1.74 respectively, in each category. But the average number of teachers holding position presently turns out to be less than this as shown in Table-4.1.

Table 4.1: Teachers and Their Attendance in Primary Schools

Sl. No	Particulars	Head Master	Assistant Teacher	Shiksha Mitra	Total
1	No. Of sanctioned teachers	130 (100.00)	277 (100.00)	226 (100.00)	633 (100.00)
2	Average No. Of Teachers Sanctioned Per School	1.0	2.13	1.74	4.87
3	No. Of Teachers Working In The Schools	110 (84.62)	131 (47.29)	211 (93.36)	452 (71.41)
4	Average No. Of Teachers Working Per Schools	0.81	1.0	1.6	3.5
5	No. Of Teachers Found Present On The Day Of Visit	99 (90)	91 (69.46)	199 (94.31)	389 (86.06)
6	Average No. Of Teachers Found Present On The Day Of Visit Per Schools	0.8	0.7	1.5	2.9
7	<u>Reason Of Absenteeism</u>				
	A. Training	2 (18.18)	-	1 (8.33)	3 (4.76)
	B. Sickness	1 (9.09)	5 (12.50)	2 (16.66)	8 (12.70)
	C. For Salary	-	-	1 (8.33)	1 (1.59)
	D. School Related Extra Work	1 (9.09)	5 (12.50)	4 (33.33)	10 (15.87)
	E. On Leave	2 (18.18)	5 (12.50)	4 (33.33)	11 (17.46)
	F. Others (Working in Board Examinations)	5 (45.45)	25 (62.50)	-	30 (47.62)
	Total	11 (100.00)	40 (100.00)	12 (100.00)	63 (100.00)
8	Habitual Absentee	1 (0.9)	4 (3.05)	2 (0.95)	7 (1.55)

Source: Field survey, SSA Programme, District Sitapur, U.P.

Average number of teachers were found present on the day of our visit was less than 1 teacher in each category except Shiksha Mitra, which was higher than one (1.5). The main reason for absenteeism of the teachers' had been their involvement in other activities i.e., board examinations (47.62 per cent). Apart from this reason, teachers were absent due to sickness (12.70 per cent), school related extra work (15.87 per cent), on leave (17.46 per cent) and training programme contributes (4.76 per cent) on the day of our visit. It is also found that 1.55 per cent of the working teachers were habitual absentees in the district Sitapur Table 4.1).

Table-4.2: **Teachers and Their Attendance in Upper Primary Schools**

Sl. No.	Particulars	Head Master	Assistant Teacher	Total
1	No. of sanctioned teachers	35 (100.00)	141 (100.00)	176 (100.00)
2	Average No. of teachers sanctioned per schools	1.00	4.03	5.03
3	No. of teachers working in the schools	34 (97.15)	113 (80.15)	147 (83.53)
4	Average No. of teachers working per schools	0.9	3.2	4.2
5	No. of teachers found present on the day of visit	32 (94.11)	74 (65.48)	106 (72.11)
6	Average No. of teachers found present on the day of visit per schools	0.9	2.1	3.0
7	Reason of Absenteeism:	-	1	1
	a. Training	-	(2.56)	(2.44)
	b. Sickness	-	1 (2.56)	1 (2.44)
	c. For salary	-	-	-
	d. School related extra work	1 (50.00)	2 (5.13)	3 (7.32)
	e. On leave	-	2 (5.13)	2 (4.88)
	f. Others (Election duty etc.)	1 (50.00)	33 (84.62)	34 (82.93)
	Total	2 (100.00)	39 (100.00)	41 (100.00)
8	Habitual Absentees	-	1 (0.88)	1 (0.00)

Source: Field survey, SSA programme, District Sitapur, U.P.

In upper primary schools around 83.53 per cent out of the sanctioned teachers were reported in position. 72.11 per cent teachers at the upper primary level were

found present on the day of our team visit. The main reason of absenteeism was reported election duty 83.93 per cent. The teachers absent by taking leave also 4.88 per cent and school related extra work constituted 7.32 per cent. Also, the teachers absent due to sickness are reported 2.44 per cent and training constituting 2.44 per cent.

Findings and Suggestions

- Teacher-students ratio were not found satisfactory (1:60,)* in primary schools.
- Teacher-students ratio were found satisfactory (1:36)* in upper primary schools.
- But there is a difference between number of sanctioned teachers and in position teacher in schools.
- Teachers' attendance is also not found up to the mark.
- Efforts should be made to appoint all sanctioned teachers and proper monitoring is required to ensure teachers attendance in primary schools.

* Ratio has been taken from the No. of teachers working and No. of students enrolled as on the date of visit.

4.2 Teachers Training:

There were 80.75 per cent of the sample primary school teachers reported to have received training in Sitapur. Maximum (91.51 per cent) teachers received training on teaching and learning. Another 5.20 per cent have been imparted training in other assignments and remaining 2.47 per cent and 0.82 per cent teachers were trained for library work and computer training.

In case of upper primary schools, around 85.71 per cent teachers reported to have received training in Sitapur. Maximum (93.65 per cent) teachers received training on teaching and learning. Another 2.38 per cent have been imparted training in computer, 0.79 per cent has been imparted training in library and remaining 3.17 per cent teachers were trained for other programme.

In primary schools 10.68 per cent teachers attended training at DIET, 88.22 per cent at BRC and 1.1 per cent at other places. In case of upper primary schools about 10.32 per cent of the teachers who attended training programmes and got training in DIET. This is followed by BRC where 88.89 per cent teachers have received training. 0.79 per cent teachers received training at other places.

Most of the trainers were found from other trainers followed by BRC coordinators and NPRC coordinators and DIET faculty for primary as well as upper primary school teachers (Table-4.3).

Table-4.3: Teachers Training

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	<u>Types of Training</u>			
	a. Teaching Learning	334 (91.51)	118 (93.65)	452 (92.06)
	b. Library	9 (2.47)	1 (0.79)	10 (2.04)
	c. Computer	3 (0.82)	3 (2.38)	6 (1.22)
	d. Other	19 (5.20)	4 (3.17)	23 (4.68)
	e. Total	365 (100.00)	126 (100.00)	491 (100.00)
2	<u>Training Venue</u>			
	a. DIET	39 (10.68)	13 (10.32)	52 (10.59)
	b. BRC	322 (88.22)	112 (88.89)	434 (88.39)
	c. NPRC	-	-	-
	d. Other	4 (1.10)	1 (0.79)	5 (1.02)
	e. Total	365 (100.00)	126 (100.00)	491 (100.00)
3	<u>Trainers</u>			
	a. DIET faculty	24 (6.58)	12 (9.52)	36 (7.33)
	b. BRC Coordinator	26 (7.12)	11 (8.73)	37 (7.54)
	c. NPRC Coordinator	22 (6.03)	5 (3.97)	27 (5.50)
	d. Other	293 (80.27)	98 (77.78)	391 (79.63)
	e. Total	365 (100.00)	126 (100.00)	491 (100.00)
4	Satisfied with training inputs	349 (95.62)	122 (96.83)	471 (95.93)
5	Not satisfied with training inputs	16 (4.38)	4 (3.17)	20 (4.07)
6	<u>Duration of training</u>			
	a. 1 to 3 days	6 (1.64)	1 (0.79)	7 (1.43)
	b. 4 to 6 days	321 (87.95)	113 (89.68)	434 (88.39)
	c. 7 to 15 days	25 (6.85)	12 (9.52)	37 (7.54)
	d. Up to 30 days	13 (3.56)	-	13 (2.65)

Source: Field survey, SSA programme, District Sitapur, U.P.

The majority of teachers attending different training programmes were satisfied with the training inputs. The teachers were satisfied with these training programmes.

An analysis of training duration indicates that 1.43 per cent trainees received training of 1 to 3 days duration, 88.39 per cent have 4 to 6 days training, 7.54 per cent received training of 7 to 14 days duration and only 2.65 per cent were up to 30 days.

Findings and Suggestions

- Around 82 per cent of working teachers have received training.
- 80.75 per cent working teachers in primary schools have received training.
- 85.71 per cent of upper primary school teachers have received training.
- 1.43 per cent trainees received training of 1 to 3 days duration.
- 88.39 per cent trainees received training of 4 to 6 days duration.
- 7.54 per cent trainees received training of 7 to 14 days duration.
- Only 2.65 per cent teachers received training up to 30 days.
- Training module lacks training of core subjects like math, English.
- Training duration should be longer and it should be in summer vacation.
- Impact of training should be visualized on ground reality.

4.3 Enrolment and Attendance:

The percentage of enrolled students in total primary schools students identified in the Child Survey was found to 96.62 per cent at primary level. In upper primary level, the enrollment was 97.31 per cent. Thus the total enrollment of boy students up to primary schools level was 96.02 per cent. However, the same is relatively higher 97.23 per cent in case of girl students. The total enrollment of boy students up to upper primary schools level was more than 95.76 per cent. However, the same is relatively higher 99.04 per cent in case of girl students. The student's attendance as per register records varied from 44.43 per cent in primary schools to 55.89 per cent in the upper primary schools. But the presence of students on the day of visit to the sample schools was found even lower than this. In primary and upper primary schools the attendance was reported 31.52 per cent and 51.31 per cent respectively.

Table 4.4: Enrollment and Presence of Students

Sl. No	Particulars	Total No of Student up to Sep 30, 2006	No. of Enrollment Student according to register	No. of present student according to the register	No. of student present in the date of Visit	No. of schools with low attendance
1	Primary School:					115
	No. of boys	14027	13469 (100)	5965 (42.28)	4320 (32.07)	
	Average no. of boys per schools	107.9	103.6	45.9	33.2	
2	No. of Girls	13980	13593 (100)	6060 (44.58)	4211 (32.98)	33
	Average no. of girls per Schools	107.5	104.6	46.6	32.4	
	No. of total Students	28007	27062 (100)	12025 (44.43)	8531 (31.52)	
2	Upper Primary Schools:					33
	No. of boys	2876	2754 (100)	1516 (55.04)	1404 (50.98)	
	Average no. of boys per schools	82.1	78.7	43.3	40.1	
2	No. of Girls	2597	2572 (100)	1461 (56.80)	1329 (51.67)	33
	Average no. of girls per Schools	74.2	73.5	41.7	37.9	
	No. of total Students	5473	5326 (100)	2977 (55.89)	2733 (51.31)	
2	Average no. of students per school	156.3	152.2	85.0	78.0	

Source: Field survey, SSA programme, District Sitapur, U.P.

* Less than 50 per cent.

Findings and Suggestions

- There has been a difference between reported students and enrolled students.
- Only 44.43 per cent of the enrolled students were present on register and 31.52 per cent on the day of visit in primary schools.
- 55.89 per cent of the enrolled students were present on register and 51.31 per cent on the day of visit in upper primary schools.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members.

The main reason of student's absent was agricultural activities, which was reported to 88.70 per cent in primary schools and 93.94 per cent in upper primary schools. In 3.38 per cent schools students were reported absent for purposing Occasion. Other reasons like performing the marketing activities or visiting fairs and other family engagements also caused student's absence from the school.

Table 4.5: Reasons of Absenteeism among students

Sl. No.	Reason for Absent	Primary School	Upper Primary School	Total
1	Agricultural Activity	102 (88.70)	31 (93.94)	133 (89.86)
2	Local Fairs/Markets	2 (1.74)	1 (3.03)	3 (2.03)
3	Discrimination in Facilities	1 (0.87)	-	1 (0.68)
4	Occasion	4 (3.48)	1 (3.03)	5 (3.38)
5	Lack of Education	-	-	-
6	Due to New School	-	-	-
7	Other	6 (5.22)	-	6 (4.05)
	Total	115 (100.00)	33 (100.00)	148 (100.00)

Source: Field Survey, SSA Programme, District Sitapur, UP

Findings and Suggestions

- 89.86 per cent students were found absent due to their involvement in agricultural activities. This should be discussed in length in PTAs frequently.
- 3.38 per cent students were absent due to occasion.

4.4. Efforts to Improve Students Attendance:

Efforts to improve the students' attendance were made by school authority in 126 schools in primary and 29 schools in upper primary through interaction with parents, information notice and other strivings. VEC members' efforts were made in 84 primary and 21 upper primary schools through awareness and VEC meetings. Parents Teacher Association (PTA) also involved in attendance improvement in 79 primary schools and 18 upper primary schools. In order to improve the attendance 30 sample schools have interaction with the parents, 94 schools given notices to the parents and 31 schools taken other measures. VECs have launched awareness campaign and organized meetings for the same. The role of the PTA in improving the attendance was not found satisfactory.

Table 4.6: Efforts for Improving Students' Attendance

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	<u>Efforts made by the schools:</u>			
	a. Interactions with parents	22 (17.46)	8 (27.59)	30 (19.35)
	b. Through Information Notice	78 (61.90)	16 (55.17)	94 (60.65)
	c. Other	26 (20.63)	5 (17.24)	31 (20.00)
	d. Total	126 (100.00)	29 (100.00)	155 (100.00)
2	<u>Efforts made by V.E.C.:</u>			
	a. Awareness in Community	30 (35.71)	6 (28.57)	36 (34.29)
	b. Meeting of VEC	50 (59.52)	11 (52.38)	61 (58.10)
	c. Others	4 (4.76)	4 (19.05)	8 (7.62)
	d. Total	84 (100.00)	21 (100.00)	105 (100.00)
3	<u>Efforts made by P.T.A.:</u>			
	a. Interaction with parents	49 (62.03)	13 (72.22)	62 (63.92)
	b. Regularly Meeting of P.T.A.	30 (37.97)	3 (16.67)	33 (34.02)
	c. Distribution of Facilities	-	2 (11.11)	2 (2.06)
	d. Total	79 (100.00)	18 (100.00)	97 (100.00)

Source :Field Survey, SSA Programme, District Sitapur, UP

Findings and Suggestions

- Efforts were made by schools VEC and PTA for improving the student's attendance.
- Role of parent's teachers meetings were minimum in this respect.
- There should be more concentrated efforts and in each school to improve students attendance.
- There should be a more efficient and regular monitoring system to check students attendance.

4.5 Achievement Level of Students:

The implementation of grading system was made functional in all sample schools of district Sitapur. Students test was conducted as per norms in each and every sample schools by our team. The grading was done in five categories i.e. A, B, C,

D and E. In the test, which was taken in course of field visit in sample schools, the overall performance of 15.39 per cent students in primary and 22.86 per cent of upper primary schools was found very poor under "E" category. 16.15 per cent primary and 14.29 per cent upper primary schools in poor category "D". It was evident that 26.92 per cent primary and 25.71 per cent upper primary schools' students performance were satisfactory under "C" category. Performance of 18.46 per cent students of primary and 17.14 per cent of upper primary schools was found good under "B". It was also presented in Table-4.7 (B) that 23.08 per cent primary and 20 per cent upper primary school students' performance was under the very good category "A".

Table 4.7 (A): Grading System in Schools

Sl. No.	Particulars	Primary School	Upper Primary Schools	Total
1	Test of Student according Norms in School	130 (100.00)	35 (100.00)	165 (100.00)
2	Implementation of Grading System in School	130 (100.00)	35 (100.00)	165 (100.00)

Source: Field Survey, SSA Programme, District - Sitapur, U.P.

Table 4.7 (B): Achievement Level in Student's Test

Particulars	Primary School					Upper Primary School				
	Read	Hindi	Eng.	Maths	Over all	Read	Hindi	Eng.	Maths	Over all
'A' (75% and Above)	10 (7.69)	42 (32.31)	46 (35.38)	37 (28.46)	30 (23.08)	6 (17.14)	11 (31.43)	13 (37.14)	7 (20.00)	7 (20.00)
'B' (60% - 74%)	25 (19.23)	31 (23.85)	22 (16.92)	21 (16.15)	24 (18.46)	10 (28.57)	8 (22.86)	2 (5.71)	4 (11.43)	6 (17.14)
'C' (50% - 59%)	50 (38.46)	24 (18.46)	22 (16.92)	25 (19.23)	35 (26.92)	9 (25.71)	8 (22.86)	6 (17.14)	6 (17.14)	9 (25.71)
'D' (33% - 49%)	35 (26.92)	18 (13.85)	10 (7.69)	22 (16.92)	21 (16.15)	5 (14.29)	3 (5.57)	4 (11.43)	6 (17.14)	5 (14.29)
'E' (0% - 32%)	10 (7.69)	15 (11.54)	30 (23.08)	25 (19.23)	20 (15.39)	5 (14.29)	5 (5.57)	10 (28.57)	12 (34.29)	8 (22.86)
Total	130 (100)	130 (100.)	130 (100)	130 (100)	130 (100)	35 (100)	35 (100)	35 (100)	35 (100)	35 (100)

Source: Field Survey, SSA Programme, District - Sitapur, U.P.

Findings and Suggestions

- The implementation of students test as per prescribed norms was found good in most of the cases of primary and upper primary schools. But the performance of 15.39 per cent primary and 22.86 per cent upper primary school students in an exclusive test have been very poor.
- More serious efforts are required to improve the performance of the students, teachers as well as parents.

4.6 Students Behavior with their Teachers:

Almost in 18.86 per cent students' behavior with their teacher were found good and 81.54 per cent students' behaviour found satisfactory in primary schools. No any school teacher reported bad behaviour of students with him in primary as well as in upper primary. In case of upper primary schools, 28.57 per cent and 71.43 per cent students' behavior with their teacher is found to be good and satisfactory (Table-4.8).

Table 4.8: Behaviour of Students

Sl. No.	Behavior Of Students With Teacher	Primary School	Upper Primary School	Total
1	Good	24 (18.86)	10 (28.57)	34 (20.61)
2	Satisfactory	106 (81.54)	25 (71.43)	131 (79.39)
3	Bad	-	-	-
	Total	130 (100.00)	35 (100.00)	165 (100.00)

Source: Field Survey, SSA Programme, District Sitapur, UP

Findings and Suggestions

- 20.61 per cent students' behaviour with their teachers were found good.
- Teachers should maintain their dignity and moral teaching should be done.

4.7 Students Enrolment with Less of More Age and Drop out:

Enrollment of students in primary school was not found as per age norms in case of 0.83 per cent of the total enrolled students in primary schools and about 3.65 per cent in upper primary schools. The proportion of the students having more than prescribed age was higher than the students enrolled with lower than prescribed age on both primary as well as upper primary schools.

Table 4.9 (A): Student Enrolled with less or more age group

Sl. No.	Particulars	Primary Schools		Upper Primary Schools	
		Less	More	Less	More
1	No. of Enrolled students with more or less age	206	27	188	12
2	No. of Schools with less or more age student	43	20	23	11
3	Average no. of enrolled student with more or less age per school	6.05	1.35	8.17	1.09

Source: Field Survey, SSA Programme, District Sitapur, UP

Findings and Suggestions

- 0.83 per cent to 3.65 per cent of the total enrolled students have not found enrolled as per prescribed age norms in primary and upper primary schools.
- Majority of such students belongs to the higher age group. The respective VECs may take up required action to streamline the students' enrollment at the suitable age.

There were 82 primary and 15 upper primary schools in sample having student's dropout. This indicates around 63.08 per cent primary schools and 42.86 per cent upper primary schools having dropout students in sample. There are 3.37 per cent drop out students in primary and 2.69 per cent in upper primary schools as per survey results. Per school drop out turns out to be average 11.52 and 9.8 at primary and upper primary levels respectively. There were 59 other primary / private schools where drop out students of 82 schools were studying. In case of upper primary schools, students of 15 upper primary schools are studying in 11 other schools.

The drop out rate was recorded to be higher (3.98 per cent and 4.24 per cent) among boys in primary and upper primary schools. But, the girl's drop out was lower than the boys at the primary and upper primary schools. On an average 7.69 to 6.5 students per school were studying in the same classes in primary and upper primary schools.

Table 4.9(B): **Dropout and related information**

Sl. No.	Particulars	Primary School	Upper primary School
1	<u>No. of dropout student *:</u>		
	Boys	558 (3.98)	122 (4.24)
	Girls	387 (2.77)	25 (0.96)
	Total	945 (3.37)	147 (2.69)
2	No. of Schools having student dropout	82 (63.08)	15 (42.86)
3	Student dropout per schools	11.52	9.8
4	No. of other schools where dropout student are studying	59	11
5	No. of student studying in same class	246	78
6.	No. of schools where students studying in same class	32	12
7	Average no. of student studying in same class per schools	7.69	6.5

Source: Field Survey, SSA Programme, District Sitapur, UP.

* Percentage has been adopted from the data as on 30.09.06.

Findings and Suggestions

- Over all dropout rate ranged from 3.37 per cent to 2.69 per cent in schools but this is higher 4.24 per cent among boys of upper primary schools.
- 82 primary and 15 upper primary schools are having dropped out students.
- On an average 7.69 to 6.5 students per school are studying (repeating) in the same classes in primary and upper primary schools.
- The girls' drop out is higher in primary schools. The overall dropout rate is higher among boys in primary and upper primary level.
- Hence, it should be considered with the introduction of new programmes to control the same.

4.8 Children with Special Needs (CWSN):

About 82 per cent of schools going age group CWSN of the villages were enrolled in the schools. Most of the enrolled disabled children 61.46 per cent were boys and remaining 38.54 per cent were girls. Majority (60.94 per cent) of the disabled children were suffering from legs problems.

Table 4.10(a): **Children with Special Needs (CWSN)**

Sl. No.	Particulars	Primary School	Upper Primary Schools	Total
1	No. of Disabled Children in Village Related to School			
	Boys	95 (58.64)	46 (64.79)	141 (60.52)
	Girls	67 (41.46)	25 (35.21)	92 (39.48)
	Total	162 (100.00)	71 (100.00)	233 (100.00)
2	No. of Enrolled disabled children			
	Boys	89 (63.12)	29 (56.86)	118 (61.46)
	Girls	52 (38.88)	22 (43.14)	74 (38.54)
	Total	141 (100.00)	51 (100.00)	192 (100.00)
3	Types of disability in students			
	Legs	78 (55.32)	39 (76.47)	117 (60.94)
	Hand	11 (7.80)	4 (7.84)	15 (7.81)
	Legs and Hand Both	3 (2.13)	2 (3.92)	5 (2.60)
	Others	49 (34.25)	6 (11.76)	55 (28.65)
	Total Disabled Students	141 (100.00)	51 (100.00)	192 (100.00)

Source: Field Survey, SSA Programme, District Sitapur, UP.

Only 4.17 per cent of the enrolled handicapped children were provided with required appliances and aids. Average number 1.66 of parents counseling made per school about CWSN cases were also low. There were 84.24 per cent schools where having ramps.

Table 4.10(b): **Provisions for Children with Special Needs (CWSN)**

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Facilities provided to the student:			
	a. No. of student with artificial Limbs	3 (60.00)	-	3 (37.50)
	b. Crutches	-	1 (33.33)	1 (12.50)
	c. Tricycles	-	2 (66.67)	2 (25.00)
	d. Wheel Chair	2 (40.00)	-	2 (25.00)
	e. Stick for Blind	-	-	-
	f. Calicepers	-	-	-
	g. Hearing Aids	-	-	-
	h. Other	-	-	-
	Total	5 (100.00)	3 (100.00)	8 (100.00)
2	No. of Schools with Ramps	110 (84.62)	29 (69.05)	139 (84.24)
3	No. of Schools without Ramps	20 (15.38)	6 (14.29)	26 (15.76)
4	No. of Parents counseled about CWSN Care	129	42	171
5	No. of schools in which parents counseled about CWSN Care	85	18	103
6	Average no. of Parents counseled per schools	1.52	2.33	1.66

Source: Field Survey, SSA Programme, District Sitapur, UP

Findings and Suggestions

- Enrollments of existing CWSN were 82.40 per cent in the district.
- The availability of appliances and aids were only for 4.17 per cent of enrolled students.
- It was required to enhance the availability of appliances and complete the construction of ramps in the schools.

4.9 Free Text Book Distribution:

The free text book distribution was found in the entire sample primary and upper primary schools. But 1.42 per cent in primary and 4.62 per cent students in upper

primary schools had not received their books. In fact these books were also distributed among drop out students who have left the school. Some other students enrolled after book distributions have also not received the books. There were 7.88 per cent schools where the book distribution was delayed. In rest of the schools it had been on time. The delay in the distribution of the books to the students was mainly due to the two reasons. The first was that the books from district headquarter were send to schools were not at schedule time. The second reason was that the availability of books were not in required numbers.

Table 4.11: **Free Text Book Distribution**

Sl. No	Particulars	Primary School	Upper Primary Schools	Total
1	<u>Students provided free text books of all subjects:</u>			
	Boys	13825 (50.07)	2673 (51.21)	16498 (50.25)
	Girls	13785 (49.93)	2547 (48.79)	16332 (49.75)
	Total	27610 (100.00)	5220 (100.00)	32830 (100.00)
2	No. of Schools in which book distribution delayed	11 (8.46)	2 (5.71)	13 (7.88)
3	No. of Schools in which book distribution have been done timely	119 (91.54)	33 (94.29)	152 (92.12)
4	Total No of schools in which book distributed	130 (100.00)	35 (100.00)	165 (100.00)
5	<u>Reason for delay in text book distribution:</u>			
	a. Delay delivery from district office	4 36.36	2 (100.00)	6 (46.15)
	b. Less availability of books	4 (36.36)	-	4 (30.77)
	c. Others	3 (27.27)	-	3 (23.08)
	Total	11 (100.00)	2 (100.00)	13 (100.00)

Source: Field Survey, SSA Programme, District Sitapur, UP.

Findings and Suggestions

- About 8 per cent schools did not distribute books in time.
- Main reason was less number of books supplied in time. Proper coordination between SPO, DPO and school is required.

CHAPTER V

MID-DAY MEAL PROGRAMME

5.1 Details of Mid-Day Meal in Schools:

The availability of Mid-Day Meal to the students was seen in 119 sample primary schools. The display of menu on walls was found in more than 96 per cent schools but the supply of food according to the menu is found in 55.38 per cent schools. The availability of green vegetable in food was found only in 47.69 per cent schools where Mid-Day Meal scheme is running.

Non-availability of food items was said to be the reason in around 63.79 per cent schools for not providing food according to the menu. Lack of utensils was found to be the other reason in 20.69 per cent schools. Remaining 15.52 per cent schools have given some other reasons for not supplying the food as per menu.

The average number of student per school taken food before the day of team visit turns out to be 122.15. But the average number of students on the day of visit was found to be around 78.46 students per school as per counting by team. There were total 12 students (about 0.09 students per school) who bring lunch from their home (Table-5.1 A).

The availability of food according to menu was found only in 81.20 per cent schools on the day of the visit. About 71 per cent of the students in these schools found satisfied with the quality of food getting under MDM scheme. At the same time, almost 80.34 per cent students were happy with the quantity of food supplied under the scheme in sample schools. The students, who were not happy with the available MDM, complained for quality in 21 schools and in 5 complained for less quantity. In 86.92 per cent schools, the students bring utensils from home for taking the food. There were 60.74 per cent female cooks and 39.26 per cent male (Table-5.1 B).

Table-5.1 (A): **Details about Mid Day Meal in Schools**

Sl. No.	Particulars	Numbers
1	No. of Schools in which menu written on wall	125 (96.15)
2	No. of Schools in which menu have not written on wall	5 (3.85)
3	No. of Schools in which food supplied to the students according to menu	72 (55.38)
4	No. of Schools in which food have not supplied to the students according to menu	58 (44.62)
5	No. of schools in which green vegetables available in food	62 (47.69)
6	No. of schools in which green vegetables have not available in food	68 (52.31)
7	Reasons for not cooking food according to menu	37 (63.79)
	a. None availability of food items	
	b. Lack of utensils	12 (20.69)
	c. Others	9 (15.52)
8	No. of students bring lunch from home	12
9	Per school Average No. of students bring lunch from home	0.10
10	No. of beneficiaries before one day from visit	14536
11	Average No. of beneficiaries before one day from visit per school	122.15*
12.	No. of students taken food on the day of visit	12207
	a. According to register	
	b. Average According to register	102.58*
	c. Head counts	9337
	d. Average Head counts	78.46*

Source: Field survey, SSA programme, District, U.P.

* Food was not cooked in 11 School Average drawn from 119 schools

Table-5.1 (B): Mid-Day Meal on the Day of Team Visit

Sl. No.	Particulars	Numbers
1	No. of schools in which food have been given according to menu	95 (81.20)
2	No. of schools in which food have not been given according to menu	22 (18.80)
3	No. of schools in which students are happy with the quality of food	83 (70.94)
4	No. of schools in which students are not happy with the quality of food	34 (29.06)
5	No of schools in which students are happy with the quantity of food	94 (80.34)
6	No of schools in which students are not happy with the quantity of food	23 (19.66)
7	<u>Reasons for the students are not happy with the Mid Day Meal:</u>	
	a. Food have not been cooked according to menu	6 (17.65)
	b. Lack of quality	21 (61.76)
	c. Lack of Quantity	5 (14.71)
	d. Others	2 (5.88)
8	No of Schools in which students bring the utensils from the home	113 (86.92)
9	No. of male cooks in the schools	64 (39.26)
10	No. of female cooks in the schools	99 (60.74)

Source: Field survey, SSA programme, District Sitapur, U.P.

*Food was not cooked in 13 School Average drawn from 117 schools.

5.2 Social Status of Cooks:

Considering the social categories of cooks only 1.23 per cent cooks were SC, 2.45 per cent belonging to OBC groups, 61.35 per cent belonging minority, and remaining 34.94 per cent belonging to the other (general) castes. Regular payment to cooks is found in 60.94 per cent schools. The average amount of monthly payment to cooks turns out to be around Rs.800.

Table 5.2: **Status of Cooks under MDM**

Sl. No.	Particulars	Numbers
1	<u>Social Categories of Cooks:</u>	
	a. Schedule Caste	2 (1.23)
	b. OBC	4 (2.45)
	c. Minority	100 (61.35)
	d. Others	57 (34.94)
2	No of School in which cooks have been paid regularly	78 (60.94)
3	No. of schools in which cooks have not been paid regularly	50 (39.06)
4	Average amount for cooks have been paid per month	800

Source: Field survey, SSA programme, District Sitapur, U.P.

Findings and Suggestions

- The availability of food according to menu under MDM programme was having some problem in 22 sample schools.
- The payment of cooks was not regular in more than 39 per cent schools.

5.3 Infrastructure of MDM Programme:

There were about 73 per cent (95) sample schools having kitchen facility. Out of remaining (35) schools, cooking was being done in open ground in 6 schools, outside the school in 22 schools and others in 7 schools. The storage of food items was found within the school in 17.14 per cent schools, at Pradhan's residence in 53.85 per cent schools, at PDA shop in 24.62 per cent schools and 7.69 per cent schools storage its food item at other places (Tqable-5.3).

Majority of (98.46 per cent) schools have proper register for MDM. There was 93.85 per cent of the sample schools with required utensils in the kitchen. The funds for purchasing utensils were made available from SSA in 92.31 per cent schools. The remaining schools have got funds from community (3.08 per cent) and other sources (6.15 per cent). The use of LPG as fuel for cooking is seen in 30.77 per cent schools. But, the use of fuel wood is reported maximum in 60.77 per cent schools, less than 1per cent schools belongs to use of other fuel.

Table 5.3: **Infrastructure for MDM**

Sl. No.	Particulars	Numbers
1	No of school with kitchen	95(73.08)
2	No of school without kitchen	35(26.92)
3	<u>Venue for cooking in which schools kitchen have not been constructed</u> a. Open ground b. Cooked form outside c. others	6(17.14) 22(62.86) 7(20.00)
4	No. of schools with availability of safe drinking water	121(93.08)
5	No. of schools without availability of safe drinking water	9(6.92)
6	<u>Place for food item storage</u> a. In school b. At Pradhan's residence c. At PDA shop d. Others	18(13.85) 70(53.85) 32(24.62) 10(7.69)
7	No. of schools with proper register for MDM	128(98.46)
8	No. of schools without proper register for MDM	2(1.54)
9	No of schools with required utensils in kitchen	122(93.85)
10	No of schools without required utensils in kitchen	8(6.15)
11	<u>Source of Funds used in utensils purchasing</u> a. SSA b. Community Fund c. Others	120(92.31) 4(3.08) 6(6.15)
12	<u>Fuel used in cooking</u> a. LPG b. Carosin Oil c. Fuel Wood d. Other	40(30.77) - 79(60.77) 1(0.77)

Source: Field survey, SSA programme, District Sitapur, U.P.

5.4 **Cleanliness and Inspection of MDM:**

The awareness about washing hands before taking meal, use of clean utensils and other norms relating to ideal social order is found in most of the sample schools.

Table 5.4: Awareness and Food Inspection

Sl. No.	Particular	Numbers/ Schools
1	<u>Students made aware about</u>	
	a. Students must wash their hands before and after taken food	124(95.38)
	b. Take & eat food in organized way	116 (89.23)
	c. Keep the water for utensil cleaning	104(80.00)
	d. Nobody make differentiation on the basis of Caste/gender/disability at the time of taken food	98(75.38)
2	No of schools in which MDM inspected regularly	110(84.62)
3	<u>Inspection authority</u>	
	a. Community/Parents	22(20.00)
	b. VECs	14(12.73)
	c. School teachers	74(67.27)
4	<u>Duration/Frequency of Inspection</u>	
	a. Daily	47(42.73)
	b. Often	23(20.91)
	c. Sometime	40(36.36)

Source: Field survey, SSA programme, District Sitapur, U.P.

Regular inspection of MDM programme was found in 84.62 per cent schools. The most of the inspections were made by school teachers. The role of VECs in inspection of MDM is not found satisfactory in this district.

5.5 Supply of Micro-Nutrients:

The supplements of micro-nutrition to the students were available only in the 2 schools by ANM once in a month.

Table 5.5: Food Supplements

Sl. No.	Particulars	Numbers/Schools
1	No. of Schools in which micro nutrition supplement provided to the student	2 (1.54)
2	No. of Schools in which micro nutrition supplement have not been provided to the student	128 (98.46)
3	<u>Micro-nutrition supplement providers:</u>	
	a. ANM	2 (100.00)
	b. Others	-
4	<u>Duration/Frequency of Micro-nutrition supplement as provided:</u>	
	a. Once in a month	2 (100.00)
	b. Twice in a month	-

Source: Field survey, SSA Programme, District Sitapur, U.P.

5.6 Parents and VEC Participation in MDM:

As per the survey results, the parents and VEC participation in MDM scheme was found satisfactory in 33.85 per cent schools with respect to daily supervision. But in terms of cooperation through contribution of cash and items, it was reported to be satisfactory 10 per cent schools. In 86.15 per cent school, it was found poor.

Table 5.6: Participation of Parents/VECs in MDM

Sl. No.	Participation of Parents/VECs in MDM	Daily supervision of MDM	Cooperation through contribution of cash/items
1	Very Good	-	-
2	Good	26 (20.00)	5 (3.85)
3	Satisfactory	44 (33.85)	13 (10.00)
4	Bad	60 (46.15)	112 (86.15)
	Total Schools	130 (100.00)	130 (100.00)

Source: Field survey, SSA Programme, District Sitapur, U.P.

Findings and Suggestions

- Around 27 per cent schools were not having kitchen.
- Even in those schools where kitchen was available, food was cooked outside of the schools.
- 6.15 per cent schools do not have required utensils.
- Despite awareness of cleanliness, the students during MDM do not follow it.
- 84.62 per cent schools were inspected regularly for MDM.
- Only 2 (1.54 per cent) schools were provided with micro-nutrition supplement.
- Overall participation of parents and VEC in MDM was not satisfactory.

CHAPTER VI

VECs, GRANTS AND T.L.M.

6.1 VEC Members:

There were 810 VEC members in 165 samples of primary and upper primary schools in the district Sitapur. Thus, each sample school had 5 to 6 VEC members. Most of the schools do not have parent's representation in VEC. About 38 per cent of the VEC members were female and 62 per cent were males.

Table 6.1: Gender wise VEC members

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1	Female	246(39.30)	60(32.61)	306(37.78)
2	Male	380(60.70)	124(67.39)	504(62.22)
	Total	626(100.00)	184(100.00)	810(100.00)

Source: Field Survey, SSA Programme, District Sitapur, U.P.

The caste-wise composition shows approximately 31 per cent members belong to SC category, 42.96 per cent members belong to OBC category in VEC of primary and upper primary schools in the district. Minorities were not any representation and 26.05 were per cent belonging to general category in village Education Committees.

Table 6.2: Social category wise VEC Members

Sl. No.	Caste	Primary School	Upper Primary School	Total
1	SC	196(31.31)	55(29.89)	251(30.99)
2	Minority	-	-	-
3	OBC	266(42.49)	82(44.57)	348(42.96)
4	General	164(26.20)	47(25.54)	211(26.05)
	Total	626(100.00)	184(100.00)	810 (100.00)

Source: Field Survey, SSA Programme, District Sitapur, U.P.

Findings and Suggestions

- Average number of VEC members was found low representation of parents.
- The female and caste-wise composition of VEC was as per norms.
- The parent's representation in VECs should be emphasized.

6.2 VEC Meetings:

As per norms VEC meetings to be held every month in every school. But the survey indicated that meetings were held in 73.94 per cent schools. The frequency of

meetings was also recorded to be unsatisfactory. On an average 3.05 meetings have been held in schools during the last six months.

Table 6.3 (A): **Details about VEC Meeting**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	No. of School organized meeting:			
	a. Yes	97 (74.62)	25(71.43)	122(73.94)
	b. No.	33(25.38)	10(28.57)	43(26.06)
2	Total No. Of Meetings	392	111	503
	Average No. of Meeting only last 6 months	(3.02)	(3.17)	(3.05)

Source: Field Survey, SSA Programme, District Sitapur, U.P.

The agenda of meetings comprised of cultural programmes, cleanings of school, election, pulse polio immunization programme, school maintenance, mid-day meal, students' scholarship, enrolment and attendance, etc. is presented in Table 6.3 B.

Table 6.3 (B): **Agendas of VEC Meetings**

Sl. No.	Meeting Agenda	Primary Schools	Upper Primary Schools	Total
1	For New building	11(2.81)	6(5.41)	17(3.38)
2	Recruitment of Shiksha Mitra	21(5.36)	13(11.71)	34(6.76)
3	For improvement of presence	59(15.05)	18 (16.22)	77(15.31)
4	Enrollment	18(4.59)	4(3.60)	22(4.37)
5	For Pots, Food and recruitment	8(2.04)	2(1.80)	10(1.99)
6	Polio Drop	4(1.02)	1(0.90)	5(0.99)
7	Mid day meal	26(6.63)	3(2.70)	29(5.77)
8	Discussion	61(15.56)	20(18.02)	81(16.10)
9	All maintenance work	32(8.16)	6(5.41)	38(7.55)
10	For committee	7(1.79)	2(1.80)	9(1.79)
11	Cleaning	52(13.27)	13(11.71)	65(12.92)
12	Scholarship	16(4.08)	2(1.80)	18(3.58)
13	Free dress	7(1.79)	-	7(1.39)
14	Utilization of Money	1(0.26)	1(0.90)	2(0.40)
15	Plantation	24(6.12)	5(4.50)	29(5.77)
16	For Welcome of Secretary	15(3.83)	3(2.70)	18(3.58)
17	Recruitment	1(0.26)	-	1(0.20)
18	Cultural Program	10(2.55)	3(2.70)	13(2.58)
19	Formation of Education Committee	19(4.85)	9(8.11)	28(5.57)
	Total	392(100.00)	111(100.00)	503(100.00)
	No. of Sample Schools	130	35	165

Source: Field Survey, SSA Programme, District Sitapur, U.P.

The representation of female members in meetings was recorded 35.38 per cent and 27.85 per cent SC (within male).

Table 6.4: **Sex and Caste-wise VEC Members Attending the Meeting**

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	Female	684 (36.25)	190 (32.59)	874 (35.38)
2.	Male	1203 (63.75)	393 (67.41)	1596 (64.62)
3	Caste distribution among Male:			
	a. SC	562 (29.78)	126 (21.61)	688 (27.85)
	b. Other	1325 (70.22)	457 (78.39)	1782 (72.15)
	Total Member (Male + Female)	1887	583	2470

Source: Field Survey, SSA Programme, District Sitapur, U.P.

Findings and Suggestions

- Members attended VEC meetings adequate female member's representation.

6.3 VEC Training:

The VEC members were imparted in training 79.23 per cent of primary and 85.71 per cent of upper primary schools. About 27 per cent in primary and 25.73 per cent of upper primary school VEC members have been trained. The VEC members of schools where training was imparted expressed their opinion about the quality of training. The opinion of 2.91 per cent primary and 3.83 per cent of upper primary schools regarded training as best. 8.79 per cent of primary and 20 per cent of upper primary school members training has been good. It was rated as satisfactory by 88.35 per cent and 73.33 per cent school members in primary and upper primary schools, respectively. Out of these only 1 upper primary school member regarded training as bad. All the VEC members are trained by BRC and NPRC coordinators.

Table 6.5: **Details about VEC Training**

Sl. No.	Gender	Primary School	Upper Primary Schools
1	No. of Schools organized training of VEC members	103 (79.23)	30 (85.71)
2	No. of trained members Average per schools	510 3.92	150 5.00
3	Reaction of trained members in school regarding training:		
	Best	3 (2.91)	1(3.83)
	Good	9(8.74)	6(20.00)
	Satisfactory	91(88.35)	22(73.33)
	Bad	-	1(1.33)
	Total Schools organized training	103(79.23)	30(85.71)

Source: Field Survey, SSA Programme, District Sitapur, U.P.

Findings and Suggestions

- Around 79 per cent of primary and 85.71 per cent of upper primary schools VEC members imparted in training.
- About 27 per cent of primary and 24.44 per cent of upper primary schools VEC members were trained.
- The training should be necessary to all VEC members.

6.4 Role of VEC for Improving the School Conditions:

As per the opinion of school teachers, it has been found that only in 0.38 per cent primary schools, the role of VEC members has been best for improving the school conditions relating to enrolment and presence of teacher. In around 16 per cent of the schools, their role of VEC was found good. In 65.38 per cent schools, VEC role was regarded as satisfactory. But in more than 10 per cent schools their role was found poor in case of primary schools (Table-6.6).

The role of VEC was reported good in 16.13 per cent of the upper primary Schools. In 50.71 per cent of the sample schools was found satisfactory. But in 32.86 per cent schools their role was found poor.

Table 6.6: Role of VEC for improving the conditions of Schools

Sl. No.	Particulars	Atmosphere	Enrollment of Students	Present of teacher	Present of Student	Total
1	<u>Primary School:</u>					
	a. Best	-	2 (1.54)	-	-	2 (0.38)
	b. Good	24 (18.46)	25 (19.23)	28 (21.54)	7 (5.39)	84 (16.16)
	c. Satisfied	96 (73.85)	94 (72.31)	90 (69.23)	60 (46.15)	340 (65.38)
	d. Bad	10 (7.69)	9 (6.92)	12 (9.23)	63 (48.46)	94 (10.08)
	Total	130 (100.00)	130 (100.00)	130 (100.00)	130 (100.00)	520 (100.00)
2	<u>Upper Primary Schools:</u>					
	a. Good	14 (40.00)	8 (22.86)	1 (2.86)	-	23 (16.43)
	b. Satisfied	19 (54.29)	22 (62.86)	15 (42.86)	15 (42.86)	71 (50.71)
	c. Bad	2 (5.71)	5 (14.28)	19 (54.28)	20 (57.14)	46 (32.86)
	Total	35 (100.00)	35 (100.00)	35 (100.00)	35 (100.00)	140 (100.00)

Source: Field Survey, SSA Programme, District Sitapur, U.P.

Findings and Suggestions

- VECs' role in improving overall school conditions were found to be the best in 0.38 per cent in primary schools.
- 16.16 per cent of primary and 16.43 per cent upper primary schools VEC members' role were found good.
- Their satisfactory role was reported in 65.38 per cent in primary and 50.71 per cent in upper primary schools.
- In around 10 per cent of primary and 32.86 per cent of upper primary schools VEC members' role was found poor.
- The role of VECs' should be deemed more important for improving schools conditions. Hence, VEC members should play more active role in this respect.

6.5 Grants for Schools:

As per information collected from the school register and pass books regarding receiving and expenditure of school grants of primary school for the year 2006-07 indicate that 27.26 per cent to 100 per cent of expenditure of received grants under different heads. The grants under the head of toilet construction were not received in any school during the financial year 2006-07 in the district. (Table-6.7)

Table 6.7: Head wise Grants for Primary Schools (2006-07)

Sl. No.	Head of Aid	Received	Expenditure
1.	School maintenance aid Average per school	586500 (100.00) 4511.53	534000(91.05) 4107.69
2.	School development Average per School	248000 (100.00) 1907.69	242000 (97.58) 1861.53
3.	Honorarium for Para teacher (Shiksha Mitra) Average per School	4570068 (100.00) 35154.36	4387793 (96.01) 33752.25
4.	Construction of Building Average per School	10000 (100.00) 76.92	10000 (100.00) 76.92
5.	Construction of Rooms Average per School	8775000 (100.00) 67500.00	5365000 (61.41) 41269.23
6.	Construction of Toilet Average per School	-	-
7.	Construction of Boundary Average per School	6900 (100.00) 53.07	6900 (100.00) 53.07
8.	TLM Average per School	203000 (100.00) 1561.53	197830 (97.45) 1521.76
9.	Ramps Construction Average per School	600750 (100.00) 46.21.53	574475 (95.63) 4419.03
10.	NPEGEL Average per School	1182400 (100.00) 9095.38	1112100 (94.05) 8554.61
11.	Honorarium for Acharya Average per School	247719 (100.00) 1905.53	173050 (69.86) 1331.15
12.	Others Average per School	782190 (100.00) 6016.84	213240 (27.26) 1640.30

Source: Field Survey, SSA Programme, District Sitapur, U.P.

Table 6.8: Head wise Grants for Upper Primary Schools (2006-07)

Sl. No.	Head of Aid	Received (Rupees)	Expenditure (Rupees)
1	School maintenance aid Average per school	157500 (100.00) 4500.00	140000 (88.89) 4000.00
2	School development Average per School	67000 (100.00) 1914.28	63000 (94.03) 1800.00
3	Construction of Building	-	-
4	Construction of Rooms Average per School	1820000 (100.00) 52000.00	1027000 (56.43) 29342.85
5	Construction of Toilet Average per School	180000 (100.00) 5142.85	20000 (11.11) 571.42
6	Construction of Boundary	-	-
7	TLM Average per School	6300 1800.00	4800 (76.19) 1385.71
8	Ramps Construction Average per School	145625 (100.00) 4160.71	137125(94.16) 3919.85
9	NPEGCC Average per School	1856698 (100.00) 53048.51	1422500 (76.61) 40642.85
10	Harmonium for Acharya Average per School	63300 (100.00) 1808.57	56300 (88.94) 1608.57
11	Others Average per School	837599 (100.00) 239314	177224 (21.16) 5063.54

Source: Field Survey, SSA Programme, District Sitapur, U.P.

In case of upper primary schools, the utilization of received grants has been 11.11 per cent to 94.16 per cent. Under the head of school construction, boundary construction, honorarium for Acharya the grants have not been received by the VECs.

Findings and Suggestions

- Money has been withdrawn from account in some cases but construction work has not been started yet.
- For different types of constructions, unutilized grants are found.
- Through better monitoring of construction work and fund utilization, expected results can be achieved.

6.6 Availability of Construction Records with VEC:

The survey results indicated only 43.07 per cent primary and 54.29 per cent upper primary schools' Village Education Committees were having construction work manual. Only 51.54 per cent VECs have proper up keeping of funds records at primary and 57.14 per cent in upper primary level. In 90 per cent primary schools and in 82.86

per cent upper primary schools, VECs were not having any account regarding the construction work of the schools.

Table 6.9: Availability of Construction related records with VEC

Sl. No.	Particulars	Primary School	Upper Primary Schools
1	Construction work manual with village education committee	56(43.07)	19(54.29)
2	Construction related manual not with VECs	74(56.92)	16(45.71)
3	No. of VEC with proper up keep of Fund's records	67(51.54)	20(57.14)
4	No. of VEC without proper up keep of funds update	63(48.46)	15(42.86)
5	No. of VEC having accounts of school related construction work/items	13(10.00)	6(17.14)
6	No. of VECs not having accounts for school related construction work/items	117(90.00)	29(82.86)
	No. of total schools	130 100.00)	35(100.00)

Source: Field Survey, SSA Programme, District Sitapur, U.P.

Findings and Suggestions

- Most of the VECs did not have school construction related records
- This is one of the main reason of funds misuse and slow progress of construction work in schools.

6.7 Teaching Learning Materials (TLM):

As per data presented in the Table-6.10, there were 83.63 per cent teachers in primary schools and 69.39 per cent teachers in upper primary schools those received TLM amount in the district. Training of teachers regarding use of TLM was imparted in 89.71 per cent schools. The display of TLM was found in the class rooms in 89.71 per cent of the sample schools. The use of TLM by the students was found in 87.88 per cent schools having the display of TLM.

Table 6.10: Details about Teaching Learning Material

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1	No. of Teachers / Shiksha Mitra received TLM amount Average	378 (83.63)	102 (69.39)	480 (80.13)
2	Training of teachers regarding use of TLM	119(91.54)	29(82.86)	148(89.71)
3	Display of TLM in class rooms	122(93.85)	25(71.43)	147(89.71)
4	Use of TLM by student	120(92.31)	25(71.43)	145(87.88)
	No. of Total school	130(100.00)	35(100.00)	165(100.00)

Source: Field Survey, SSA Programme, District Sitapur, U.P.

The use of TLM by teachers for teaching has been observed in 68.48 per cent schools in which teachers always used. In 20.61 per cent schools, the teachers often use TLM. In 10.91 per cent of the total sample schools teachers never used TLM in teaching.

Table 6.11: Use of TLM by Teachers

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	Always	93 (71.54)	20 (57.14)	113 (68.48)
2	Often	29 (22.31)	5 (14.29)	34 (20.61)
3	Never	8 (6.15)	10 (28.57)	18 (10.91)
	Total	130 (100.00)	35 (100.00)	165 (100.00)

Source: Field Survey, SSA Programme, District Sitapur, U.P.

Findings and Suggestions

- Most of the teachers always use TLM in teaching.
- It should be necessary for teachers to use TLM regularly.

CHAPTER VII

CIVIL WORK

7.1 Construction of School Buildings:

The construction of new school buildings was not in progress either of primary or upper primary schools at the time of survey. There for, the status of construction of new school buildings could not be obtained (Table-7.1).

Table 7.1: Construction of School Buildings

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	No. of School Buildings under Construction	-	-	-
2	<u>Progress of Construction (No. 7):</u>			
	Foundation Level	-	-	-
	Up from Doors Level	-	-	-
	Completing Roof	-	-	-
	Final Finishing	-	-	-
	Total no. of Sample Schools	130	35	165

Source: Field Survey, SSA Programme, District Sitapur, U.P.

It has been found that 46 primary schools (35.48 per cent) and 11 upper primary schools (31.43 per cent) were under extra room construction stage. Out of these 46 primary schools, 38 schools were constructing one room and 8 schools were constructing more than two rooms there. Similarly in 11 upper primary schools, 8 were constructing single room while 3 schools were constructing more than two rooms there. The details of construction of school building are given in (Table 7.2). Most of the cases work progress was found nearer to completion under other category. Work was found slow in 7 primary schools and was it at foundation level. In 2 schools it was found up to the door level. Majority of the cases supervision of construction work made by the head masters and teachers, except 1 primary school where construction work were supervised by the ABRC. It should be strictly prohibited the engagement of teaching staff in the construction work.

Table 7.2: Construction of Extra Rooms

Sl. No.	Particulars	Primary Schools	Upper Primary Schools
1.	No. of Schools under extra room construction	46 (35.48)	11 (31.43)
2.	No. of schools one room constructed	38 (82.61)	8 (72.73)
3.	No. of schools more than two room constructed	8 (17.39)	3 (27.27)
4.	<u>Progress of Extra rooms construction</u>		
	a. Foundation level	7 (15.22)	-
	b. Up from doors level	2 (4.35)	-
	c. Completing roof	3 (6.52)	2 (18.18)
	d. Others	34 (73.91)	9 (81.82)
5.	<u>In charge of construction work</u>		
	a. Head Master	34 (73.91)	5 (45.45)
	b. Teacher	11 (23.91)	6 (54.55)
	c. ABRC	1 (2.18)	-

Source: Field Survey, SSA Programme, District Sitapur, U.P.

7.2 Installation of Hand Pumps and Construction of Toilets:

There was 1 primary school found where the installation work of hand pump seen in progress only under SSA programme. None of the installation of hand pump was recorded to be under Swajaldhara and through other schemes in primary and upper primary schools. There were 5 more hand pumps proposed for installed in the schools of the sample area. Out of these 4 in primary and 1 in upper primary schools. There was only 1 toilet recorded under construction in sample primary schools under Sarva Shiksha Abhiyan, no any other toilet was constructing through TSS or other schemes. 11 more toilets were proposed for construction in sample schools. Out of these 7 were in primary and 4 were in upper primary schools.

Table 7.3: **Installation of Hand Pumps and Construction of Toilets**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	No. of School under Installation of Hand Pumps for Drinking Water	1 (0.77)	-	1 (0.61)
2	Schemes of Hand Pumps Installation:			
	Swajaldhara	-	-	-
	SSA	1 (100.00)	-	1 (100.00)
	Others	-	-	-
3	No. of Schools with Proposed Hand Pumps	4 (3.08)	1 (2.86)	5 (3.03)
4	No. of Schools with under Construction of Toilets	1 (0.77)	-	1 (0.61)
5	Schemes for Toilets:			
	TSS	-	-	-
	SSA	1 (100.00)	-	1 (100.00)
	Others	-	-	-
6	Proposed no. of Toilets in Schools	7 (5.38)	4 (11.43)	11 (6.67)

Source: Field Survey, SSA Programme, District Sitapur, U.P.

7.3 **Technical Supervision of Construction Work:**

There were 43 schools in which JEs found engaged in the technical supervision of different kinds of construction work. Out of these 35 were primary schools and 8 were upper primary schools. Out of total supervisions on 42 sites, JEs belongs to block level and on 1 site supervision has been done by the district level.

Table 7.4: **Status of Technical Supervisors**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	No. of Schools in which JEs Supervising the Civil Work	35 (26.92)	8 (22.86)	43 (26.06)
2	Schools Supervised by Different Level JEs:			
	Block Level	35 (100.00)	7 (87.50)	42 (97.67)
	Tehsil Level	-	1 (12.50)	1 (2.33)
	District Level	-	-	-
	Total No. of sample Schools	130	35	165

Source: Field survey, SSA Programme, District Sitapur, U.P.

The inspections of construction sites was reported in all 43 sample schools. It has been reported that the frequency of inspection was reported to be 2 to 3 times in both the cases as reflected from the following Table No. 7.5. The investigators have found 7.41 per cent of the construction work was unsatisfactory. 90.74 per cent work have been reported as satisfactory. Only 1.85 per cent work have been reported as good. Due to the lack of commitment and appropriate material, the construction work was slow.

Table 7.5: Inspection and Views about Construction Work

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Inspection of construction work on spot by technical employee	35 (100.00)	8 (100.00)	43 (100.00)
2.	<u>No of times inspections was done before survey</u>			
	a. One time	15 (42.86)	5(62.50)	20(46.51)
	b. Two time	11(31.43)	0(00.00)	11(25.58)
	c. Three and more time	9(25.71)	3(37.50)	12(27.91)
3.	<u>Level of Inspection</u>			
	a. At the Foundation level	5(14.29)	3(37.50)	8(18.60)
	b. Up to doors level	9(25.71)	-	9(20.93)
	c. Linter level	5(14.29)	1(12.50)	6(13.95)
	d. Other	16(45.71)	4(50.00)	20(46.51)
4.	<u>Views of investigators regarding construction work</u>			
	a. Good	1(2.17)	-	1(1.85)
	b. Satisfactory	41(89.13)	8(100.00)	49(90.74)
	c. Unsatisfactory	4(8.70)	-	4(7.41)
5.	<u>Comments of investigator in condition of unsatisfactory construction work</u>			
	a. Low quality of building material	1 (25.00)	-	1 (25.00)
	b. Slow construction work	1 (25.00)	-	1 (25.00)
	c. Lack of appropriate use of material	2 (50.00)	-	2 (50.00)

Source: Field survey, SSA Programme, District Sitapur, U.P.

* Percentage was made from the sampled schools engaged in construction work.

Findings and Suggestions

- The unsatisfactory construction work has been reported as 7.41 per cent.
- The main reasons of unsatisfactory work were lack of appropriate materials, low quality of construction work and lack of commitment.
- Teaching staff should not be involved in construction work.

CHAPTER VIII

OTHER PROGRAMMES AND BRC/NPRC INPUT

8.1 Kasturba Gandhi Balika Vidyalaya (KGBV):

2 KGBV were sanctioned in district Sitapur and 1 has been made functional. KGBV, Mishrikh, was running in a rented building by an NGO namely Mahila Samakhya. The distance of KGBV from the district head quarter is 25 km. It has been found that this KGBV was running in a rented building the condition of building was found very good. The land for its own building had been identified by the government and the construction of building has been sanctioned.

8.1.1 Teachers and Other Staff in KGBV:

The details about teaching and other staff is presented in the Table-8.1. This Table indicates that 1 warden cum teacher, 4 full time teachers, 3 part time teachers, 1 accountant, 1 peon and 2 cooks and 1 other staff have been sanctioned for KGBV, Mishrikh, in district Sitapur. Out of sanctioned positions for this KGBV 1 warden cum teacher, 2 full time teachers, 3 part time teachers, 1 accountant, 1 peon, 2 cooks and 1 other staff were found in position. Only 2 seats of full time teachers were vacant in this KGBV.

Table-8.1: Teachers and Other Staff in KGBV, Mishrikh, Sitapur

Sl. No.	Designation	Sanctioned	In Position
1	Warden cum Teacher	1	1
2	Teachers	Full Time	2
		Part Time	3
3	Accountant	1	1
4	Assistant	-	-
5	Peon	1	1
6	Chaukidar	-	-
7	Cook	2	2
8	Others	1	1

Source Field Survey, SSA Programme, District Sitapur, U.P.

8.1.2 Social Categories of Students in KGBV:

As per data presented in the Table-8.2, 100 girls have been enrolled in KGBV, Mishrikh. Out of these 92 students belong to SC category, 3 belong to OBC, and 5 students belong to the other/general category.

Table- 8.2: Social Category of Students in KGBV

Sl. No.	Social Category of Students	Number of Students
1	Schedule Caste	92
2	Schedule Tribe	-
3	Other Backward Caste	3
4	Minorities	-
5	Others General (Bellow Poverty Line)	5
	Total	100

Source Field Survey, SSA Programme, District Sitapur, U.P.

8.1.3 Infrastructure of KGBV:

The KGBV in the district was found functioning in a rented building by an NGO namely Mahila Samakhya. The existing furniture for the students and the space for class room were sufficient. The toilet facility was good for the girls. The security staff for the teachers and girls living in hostel was not available in the school. School bags and cloths provided to the students were found neat and clean. Use of LPG was found in cooking.

8.2.1 Residential Bridge Course (RBC):

There were 19 RBCs functioning in the district Sitapur. Only 1 RBC has taken as a sample, which is established in 2006 and placed permanently at district head quarter. It was sanctioned for Parsendy block of the district. The details of RBC is presented in Table-8.3 indicate which indicates 1 Care taker cum teacher, 1 instructor 1 peon cum chaukidar and 1 cook have been sanctioned. All appointments against the corresponding sanctioned number of posts were found in position.

Table-8.3: Teachers and Other Staff in RBC, Parsendy, Sitapur

Sl. No.	Designation	Sanctioned	In Position
1	Warden cum Teacher (caretaker)	1	1
2	Instructor	1	1
3	Chaukidar	1	1
4	Cook	1	1

Source Field Survey, SSA Programme, District Sitapur, U.P.

8.2.2 Social Category of Students in RBC:

As per data presented in table-8.4, 61 students were enrolled in the Residential Bridge Course. Out of which 39 students were belonging to SC category, 17 students belong to OBC and 5 students belong to other category. None of them belong to ST and minority category. At the time of visit, 56 students were present, in which 35 students were belonging to SC category, 16 students were belonging to OBC and remaining 5 students were belong to other BPL category.

Table-8.4: Social Category of Students in RBC

Sl. No.	Social Category	Number of Students Enrolled	Number of Students at Team Visit
1	Schedule Caste	39	35
2	Schedule Tribe	-	-
3	OBC	17	16
4	Minorities	-	-
5	Other (BPL)	5	5
6	Total	61	56

Source Field Survey, SSA Programme, District Sitapur, U.P.

8.3.1 Status and Staff of NRBC:

There were 233 NRBCs functioning in the district. 11 NRBCs have taken as a sample. These were established in 2006 and placed 10 permanently and 1 temporary. 20 teachers were working in these NRBCs and all of them were trained. All teachers / Acharya were receiving honorarium of Rs. 1000 per month (Table 8.5).

Table-8.5 Status and staff of NRBC

Sl. No.	Particular	NRBC
1	Total Number	233
2	No. of sample centers	11
3	Permanent place Temporary place	10 1
4	Establishment Year-2006	11
5	No. of teacher	20
6	Payment of teacher (Rs. 1000/month)	20
7	Trained	20
8	Regular Payment	16
9	Irregular Payment	4

Source Field Survey, SSA programme, District Sitapur, U.P.

8.3.2 Social Category of Students in NRBC:

As per data presented in the Table-8.6, 394 students were enrolled in 11 Non-Residential Bridge Course (NRBC) till September 2006, in which 207 students were belonging to SC category, 20 belonging to scheduled caste, 58 students belong to OBC, 41 students belong to minority and 68 students belong to other category. At the time of visit, 339 students were enrolled in 11 NRBCs, in which 175 students were belonging to SC category, 20 to ST, 52 students belonging to OBC, 31 students to minorities and 61 of other / general category. Attendance of students was not found well in all centres.

Table-8.6: Social Category of Students in NRBC

Sl. No.	Social Category	Number of Students Enrolled (September-2006)	Number of Students Enrolled on the Day of Team Visit
1	Schedule Caste	207	175
2	Schedule Tribe	20	20
3	OBC	58	52
4	Minorities	41	31
5	Other	68	61
6	Total	394	339

Source: Field Survey, SSA Programme, District Sitapur, U.P.

Findings and Suggestions

- It has been found that 1 KGBV was running in the district.
- The payment of EGS/AIE teachers has been found irregular.
- The students' attendance in the alternative schooling centres was well.
- Most of the EGS/AIE centres were not functioning properly.
- The Centres were deprived of TLM, MDM and other programmes.
- Records were not maintained, properly.
- VEC members are required training for the development of alternative schooling.
- Madrasa had not received any grant from SSA in the district.

8.4 National Programme for Education of Girls at Elementary Level (NPEGEL):

There were a total number of 219 NPEGEL functioning in the district. Survey has been conducted in 11 sampled NPEGEL centers. A grant, sum of Rs.14,59,250.00 was received by the cluster model schools during the financial year 2006-07. The grant was being used for the construction of extra rooms in 8 schools. There were total 225 girls found enrolled in these NPEGEL. The free books have been supplied in 10 NPEGEL centres. All the 11 NPEGEL centres were located in the buildings of the Upper Primary Schools (Table 8.7).

Table 8.7: **Details of Sample NPEGEL Centres**

Sl. No.	Particulars	No./Amount/Percentage
1.	No. of Model cluster school Surveyed	11
2.	No. of Model cluster schools received amount in financial year (2006-07)	8
3.	Total Amount received Amount Average per school	1459250 132659
4.	No of model cluster school under civil work a. Extra Room b. Drinking Water c. Toilet	8 - -
5.	No of school with electrified	-
6.	No. of school with ECCE	-
7.	No of School teacher trained with sanitation	4
8.	No. of school required amount for TLM, Library, Game, skill training	4
9.	Total no. of Girls enrolled Average per school	225 20.45
10.	No of school provided free text book to enrolled girls	10

Source: Field survey, SSA Programme, District Sitapur, U.P.

8.5 **Education Guarantee Scheme (EGS), AIE and Madrasa:**

There were 151 EGS, 91 AIE and 6 Madrasa serving in the district Sitapur. The sample EGS were located in sample blocks of the district. The sample AIE was found in the location of town areas. The sampled Madrasa was not funded by SSA in district Sitapur. EGS / AIE centers were established during 2004 and 2006. The payment was reported regular in 6 centres and in 6 centres it was irregular. The payment of Rs.1000/- per month was made in each center (Table 8.8).

Table 8.8: **EGS/AIE& Madrasa Centers in Sitapur**

Sl. No.	Particulars	EGS	AIE	Madrasa	Total
1.	Total no	151	91	6	248
2.	No of sample Centres	7	5	1	13
3.	a. Permanent Place b. Temporary Place	6 1	5 -	1 -	12 1
4.	Establishment Year a. 2004 b. 2006	2 5	1 4	- -	3 9
5.	No of Acharya Trained	7	5	-	12
6.	Payment to Acharya (Rs. 1000/month)	7000	5000	-	12000
7.	Regular Payment	3	3	-	6
8.	Irregular payment	4	2	-	6

Source: Field survey, SSA programme, District Sitapur, U.P.

8.6 Students Attendance:

Student attendance in the alternative schooling centres was found good on the day of the visit. Most of the students are from Scheduled caste and backward castes, minorities and girls are in higher proportion as compared to the boys.

8.7 Academic Input of BRC/NPRC Coordinators:

The visit of BRC coordinators for academic input is recorded to be 257 times in primary schools. The average number of visits is found to be less than 1 in a month. NPRC coordinators have visited 1107 times in primary schools. On an average number of visits per primary school by NPRC coordinators were recorded more than once in a month.

In case of upper primary schools, the visit of BRC coordinators for academic input is recorded to be 72 times. The average number of visits is found to be less than once in a month. In the same way, NPRC coordinators have visited 336 times in upper primary schools. An average number of visits per school by NPRC coordinators were recorded more than once in a month (Table 8.10).

Table 8.9: Details of Academic Input Provided by Coordinators

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	Visits of BRC Coordinator for Academic Input No. of Times (Average) per Month	257 Less Than once in a Month	72 Less Than once in a Month	329 Less Than once in a Month
2	Visits of NPRC Coordinator for Academic Input No. of Times (Average) per Month	1107 More Than once in a Month	336 More Than once in a Month	1443 More Than once in a Month
	Total Schools	130 (100.00)	35 (100.00)	165 (100.00)

Source: Field survey, SSA Programme, District Sitapur, U.P.

8.8 District Information System for Education (DISE):

The training for filling up information in the data capture format was given to one teacher in each school. The data capture format was supplied to all the primary and upper primary schools. The complete data capture formats were submitted to the district office.

8.9 Investigators View about the Schools:

As per investigators view, 57.69 per cent to 78.46 per cent primary schools was having satisfactory security, hygiene, cleanliness and disciplinary conditions. The same were found bad in 10 per cent to 31.54 per cent primary schools.

The security system in upper primary school was found bad in 28.57 per cent schools. But the hygiene and discipline was all most less in upper primary schools as compared to the primary schools (Table 8.11).

Table 8.10: Views of Investigators Regarding Schools

Sl. No.	Particulars	Very Good	Good	Satisfactory	Bad	Total
1.	Primary Schools					
	a. Security	-	14(10.77)	75(57.69)	41(31.54)	130(100.00)
	b. Hygiene	2(1.54)	15(11.54)	95(73.08)	18(13.85)	130(100.00)
	c. Cleanliness	-	15(11.54)	102(78.46)	13(10.00)	130(100.00)
	d. Discipline in students	-	17(13.08)	98(75.38)	15(11.54)	130(100.00)
2.	Upper Primary Schools					
	a. Security	-	(20.00)	18(51.43)	10(28.57)	35(100.00)
	b. Hygiene	-	6(17.14)	27(77.14)	2(5.71)	35(100.00)
	c. Cleanliness	-	5(14.29)	29(82.86)	1(2.86)	35(100.00)
	d. Discipline in students	-	9(25.71)	24(68.57)	2(5.71)	35(100.00)

Source: Field survey, SSA Programme, District Sitapur, U.P.

Findings and Suggestions

- BRC Coordinators visits were found on an average less than once in a month for both primary and upper primary school for providing academic input.
- NPRC coordinators visits were made more than once in a month both type of schools.
- The filled in data capture formats have been sent to the district office.
- General school conditions were found to be better at the upper primary school level as compared to the primary level by the investigators.